DOCUMENT RESUME

ED 201 354 JC 810 229

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TITLE	The Street Smart Educator.
INSTITUTION	North Shore Community Coll., Beverly, Mass.
PUB DATE	81
NOTE	73p.; Workshop presented at the National Council of Community Services and Continuing Education Conference on "Creating New Markets" (Boston, MA, October 20-22, 1980).
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Programs; Adult Students; College Credits; *Community Colleges; Equivalency Tests; Experiential Learning; Independent Study; *Nontraditional Education; *Nontraditional Students; Performance Contracts; Two Year Colleges
IDENTIFIERS	General Educational Development Tests

ABSTRACT

The goals, services, and administration of North Shore Community College's (NSCC) Center for Alternative Studies (CAS) were the subject of the workshop described in this report, which was conducted by the National Council of Community Services and Continuing Education. After the workshop's agenda is presented, the text is provided of CAS Director Anita Turner's discussion of the characteristics of the adult, nontraditional students served by the Center and her description of the nontraditional outreach approaches used to reach them. This is followed by Nancy Murphy's outline of the alternative services offered by the Center to accommodate the special needs of adults with family and job commitments: (1) assessment of prior experience for which credit may be granted; (2) credit by examination; (3) General Educational Development (GED) testing; (4) individualized learning contracts; (5) internships and career exploration; and (6) independent directed study. The remarks of four former CAS students, who discussed the value of the program to their personal and professional lives, are presented prior to Joseph Boyd's examination of the economically depressed area served by one of the Center's branches and of the grassroots efforts made to gain community support. Outlines of the goals and objectives of the Center and NSCC conclude the report. Three exhibits are appended, providing program guidelines for students; sample learning contracts and forms; and a faculty payment policy statement. (JP)

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THE STREET SMART EDUCATOR

CENTER FOR ALTERNATIVE STUDIES
NORTH SHORE COMMUNITY COLLEGE
3 ESSEX STREET
BEVERLY, MA

Presented by: Anita P. Turner,
Director, and
Staff of the Center
for Alternative Studies

JC 810229

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THE STREET SMART EDUCATOR

This workshop was presented at the National Council of Community Services and Continuing Education.

It is a practitioner oriented package designed for college administrators, managers of Continuing Education programs, and faculty who are interested in designing programs to involve new non-traditional students in college programs.

The program model is exciting but complex. Thus, is the spirit of non-traditionalism, this workshop is presented in informal, easy to listen to, and easy to read English.

The intent is that you will be able to readily adapt the model to your setting and will enjoy learning about our program and delivery system.

Comments and inquiries will be most welcome.

INTRODUCTORY REMARKS

I. WELCOME to the "Street Smart Educator" presented by Anita P. Turner, Director of the Center for Alternative Studies, North Shore Community College, Beverly, and colleagues, Nancy L. Murphy, Testing Coordinator; Joseph Boyd, Instructional Specialist; and students, Lorraine Hardy, JoAnne Morris, Richard Shanley, and Ronald Malloy.

II. INTRODUCTIONS - Listed in Figure I.

III. GOALS AND OBJECTIVES OF WORKSHOP

The objective of this workshop is to introduce the concept of being "Street Smart" to those of you who are new to working in education and to help all of us who have been around for awhile in becoming more sensitive to just what being "Street Smart" means today and will mean in the future.

We are going to discuss providing specific kinds of alternative learning and testing options in order to service students who identify themselves as non-traditional. We will be considering institutional focus, specific academic programs, and establishing a service delivery system.

We have but one hour and fifteen minutes to do all that is listed in Figure II: The Street Smart Educator Workshop Agenda. We will be talking about Non-traditionalism: a History of the Center for Alternative Studes and students served; presenting the students and specific programs; discussing implementing the model in a new situation; and administrative and instructional issues. We have allowed extra time for transitions and time to talk with us at the end of the formal discussion.

Initially, we would like to go through the presentation in order that we will all be at the same starting point and ask you to hold questions until we get into the discussions.

And so, without further ado, I am going to share with you a little of where we started from.

FIGURE I: INTRODUCTIONS

I. Anita P. Turner, Director of the Center for Alternative Studies

II. Nancy L. Murphy, Testing Coordinator

III. Joseph Boyd, Instructional Specialist

IV. Panel of Students

a. Lorraine Hardy
b. JoAnne Morris
c. Richard Shanley
d. Ron Malloy

FIGURE II: THE STREET SMART EDUCATOR
WORKSHOP AGENDA

I. NON-TRADITIONALISM: A HISTORY OF THE CENTER FOR ALTERNATIVE STUDIES AND STUDENTS SERVED

Anita P. Turner
Director

A presentation (10 minutes)

II. PRESENTING THE STUDENTS AND SPECIFIC PROGRAMS

Nancy L. Murphy
Testing Coordinator

An Introduction and Student Panel (25 minutes)

III. IMPLEMENTING THE MODEL IN A NEW SITUATION

Joseph Boyd
Instructional Specialist

A presentation (10 minutes)

IV. ADMINISTRATIVE AND INSTRUCTIONAL ISSUES

Small Group Discussions (20 minutes)

Group A. Nancy Murphy

Specific program questions and an opportunity to share the experiences of students, review program guidelines, and sample student materials.

- Experience Credit
- Contract Learning
- Directed Study
- College Level Examination Program
- Departmental Examinations
- General Educational Development Test

Group B. Anita P. Turner

1. Financial resources needed and offered
   a. staffing
   b. facilities, overhead
   c. payment to Faculty
2. Academic accountability
   a. FTE's
   b. Faculty work-load

Group C. Joseph Boyd

1. Open enrollment and procedures for registration
   - getting students into the system
2. Division and departmental interface, and instruction.

North Shore Community College (NSCC) enrolls six thousand students in its Division of Continuing Education and Community Services and 2,500 students in its Day Division. The Continuing Education component is the largest in the Massachusetts system of fifteen Regional Community Colleges. The age range of students is 18 - 75+. One study of the 2,000, 1978-79 Day Division student population showed that the average age was 24. About 27% were 18 and 19 years old. Interestingly enough, 67% or 2/3 were under the age of 24. Thus, only 1/3 were "old."

The average age range of 6,000 Continuing Education students is currently 28-38. Most of these students are working adults. Thus, at least 1/3 of our Day students and the major portion of the Evening students are an older student group. Since, at NSCC, we saw that group increasing, we felt that we ought to take a serious look at needs. We all have referred to this group as older, having major work and/or family responsibilities, having little self-confidence and needing remedial or developmental skill building. But we have now started to be more sensitive to the fact that a little more attention needs to be paid to this kind of definition.

Looking at Figure III: What is a Non-Traditional Student, we can see that there are two groups of non-traditional students. The first group are indeed older; they have special needs; but in general, they need more "hand-holding" than specific formal services. The second group, however, are often younger as well as older, have multiple needs, and are in need of very specific services.

Can we see the difference?

Now, let us take a look at how we approach these students. Looking at Figure IV: Traditional and Non-Traditional Approaches, we remember that most of us carry out activities such as open houses and admissions seminars on a regular basis. At NSCC, we contend these kinds of services are necessary, but also contend that in working with "non-traditional" students, we must change our thinking and think in "non-traditional" ways. For example, we have large numbers of women students trying to gain entry to our Nursing Program and we can't understand why they haven't thought of Medical Assistant, Respiratory Therapy, and the many other Allied Health options. How can a returning woman visualize these opportunities when prime exposure is to nurses on the "Soaps?" Many others need jobs and don't see College as feasible because of costs, time, etc. These individuals are going to think about going to work, but are not going to think about going to school for two years. Is running a "Back to School Workshop" going to mean anything? We need to think about operating programs which will service these students' needs. One such program is the CENTER FOR ALTERNATIVE STUDIES.

Historically, the Center for Alternative Studies became a reality on August 1, 1976. Most significantly, it came into being as the fulfillment of a dream to create a unit committed to serving the individualized academic needs of the "non-traditional" or "new" college student; or we could say, it came about because North Shore Community College envisioned the need to be "Street Smart" in reaching the non-traditional in a non-traditional way.

And so, the College created the Center for Alternative Studies with the confidence that resulted from a long history of successful community endeavors; each begun with very little capital, no State funding, and a lot of energy.

I became the first Director, bringing two and a half years of administration in Continuing Education and five years experience in vocational educational counseling for adults. My background includes an M.Ed. and an MBA.

Now, the degrees seem to mean little when you start with a building, NO phones, two file cabinets, and a small budget. The President's wife, Diane Traicoff, volunteered for three weeks and I was able to employ Ms. Murphy at the end of August.

Needless to say, starting up was confusing, not only because of the structural considerations, but also because the alternative study and testing options of the Center reflect educational programming trends only developed within the last few years. Figure V: Program Listing identifies the programs of the Center for Alternative Studies as they are now titled: Contract Learning, Directed Study for Catalogued Courses, Experience Credit Program, College Level Examination Program, General Educational Development Testing, and Credit by Departmental Examination.

The individual alternative study options were developed by Faculty and Staff at North Shore Community College prior to, and during, the Center's establishment. The service delivery of the standardized testing programs was developed by the Center.

We now have more than 8,000 students per year inquiring about programs, with at least 1,000 per year receiving academic credentials. We feel that we are beginning to learn our way in "The Street" for a number of reasons. Listen to only two.

In one of two studies completed by the Center last year, we found that of the 446 individuals who had passed their GED (General Educational Development Tests) within one calendar year, 100 or 22% had enrolled at North Shore Community College.

A second study of the 705 graduates of the 1980 graduating class showed that 105 or 15% had participated in at least ONE of the Center's programs. In other words, Recruitment and Retention.

Now Nancy is going to give the conceptual framework and will tell you about the specifics of each of the Center's programs. But, first of all, let me tell you a little bit about Nancy.

Nancy, who has an A.B. from Fisher Junior College, came to North Shore Community College with extensive community service experience, both paid and unpaid. This included professional fund-raising, serving on the Regional Board of Directors with the local Y.M.C.A., Boy Scouts, Girl Scouts, and organizing team sports. Ms. Murphy had been teaching slimnastics in country clubs, community centers, and the Y.M.C.A. prior to accepting the challenge of helping to start up the Center for Alternative Studies.

FIGURE III

WHAT IS

A

NON-TRADITIONAL STUDENT?

FIRST GROUP:	SECOND GROUP:
1. Over 20, highly motivated	1. Older (40's, 50's and younger 16+)
2. Reasonably articulate	2. Skills deficient or excelling
3. Meets academic requirements	3. Does not meet academic requirements
4. Some degree of self-confidence	4. Low self-confidence
5. Low or middle income	5. Low or high income
6. Married or displaced homemaker with emotional and financial support	6. Married or displaced homemaker with little financial or emotional support
7. Does not have academic credentials and wants to advance on the job	7. Being passed over for promotion and frustrated because of inadequate credentials - or is anxious about a younger "non-educated" population taking jobs
8. Some practical work/volunteer leisure experiences that he/she feels good about	8. Some work/volunteer/leisure practical experience that they do not feel was worthwhile.

FIGURE IV

TRADITIONAL AND NON-TRADITIONAL APPROACHES

TRADITIONAL APPROACHES

1. Hosting an Open House
2. Hosting College nights in target areas
3. High School nights
4. Talking to high school guidance counselors
5. Hosting on-campus visiting days
6. Media advertising
7. Admission seminars
8. Re-entry programs
9. Contacting educational coordinators, training and personnel directors
10. Offering courses, seminars, conferences at community sites
11. Educational and community service center networking - Direct referral system

NON-TRADITIONAL APPROACHES

1. Making contacts with target groups- explaining offerings to:
   private and public psychologists;
   organized volunteer programs;
   self-help support groups such as
   separated and divorced
   (LaSalatte Renewal Center)
   Councils on Alcoholism
   (North Shore Council on Alcoholism)
2. Getting invited to speak to target groups who are operating in-service training programs
3. Leading workshops in Career Exploration and Development for groups such as "Re-Entry to the World of Work." ("Back to Work" instead of "Back to School")
4. Developing special services which provide a transition from Step One to College.

FIGURE V

THE CENTER FOR ALTERNATIVE STUDIES PROGRAMS

ALTERNATIVE STUDY OPTIONS

I. CONTRACT LEARNING

- A. Personalized Study
- B. Career Exploration/Volunteer Service
- C. Project Discovery
- D. Community Service Non-Credit Course Study

II. DIRECTED STUDY FOR CATALOGUED COURSES

III. EXPERIENCE CREDIT PROGRAM

- A. Skill Assessment and Portfolio Preparation
- B. Experience Credit
- C. Extended Experience Credit

TESTING OPTIONS

I. COLLEGE LEVEL EXAMINATION PROGRAM

II. GENERAL EDUCATIONAL DEVELOPMENT TESTING

III. CREDIT BY DEPARTMENTAL EXAMINATION

(Nancy L. Murphy)

I want to welcome you to the National Council of Community Services and Continuing Education at the beautiful Radisson Ferncroft, here in Danvers, only 6 miles from my home, and I have never visited it before. I hope you are enjoying your visit to our area and this gorgeous country club.

Anita has given you the history and the statistics of the Center for Alternative Studies. I am here to give you the specifics, to name other programs, and to explain the highlights. Later on I will introduce a panel of five, who have been serviced through one or more of the Center's programs. They will tell you personally how we have helped them, what program they used, and where they are now.

Since our beginning, we have designed and developed a unique Program Model at the Center for Alternative Studies at North Shore Community College. (See Figure VI: Program Model.)

This model shows in a holistic way how the programs relate to one another and how the student can integrate his or her past and current learning experiences into an educational plan. What is important to remember is that the underlying philosophy of each program and the Center is that we are developing, implementing, actualizing, and evaluating programs for adults who are struggling with working, family responsibilities and major life commitments while they are attending school.

Our model can be used then to exemplify not only the program but a student's personal journey through these programs. As we walk through the model, we will assume a position of an Instructional Specialist at the Center, working with a student. The premise is that we help the student make decisions about a learning plan by starting with his or her individual experiential base. This might mean exploring prior education, knowledge, values, and attitudes, or current hopes and dreams for the immediate or distant future.

Let us take the starting point of a student who feels he or she has already had significant learning experiences.

Exploration of prior skills, knowledge, attitudes and education.

In this case, the initial entry point might mean an hour's conversation and/or enrollment in a self-paced, individualized course entitled Skill Assessment and Portfolio Preparation.

This course, the prerequisite to petitioning for Experience Credit, is the tool to assess what the student knows and can do in order to prepare a formal written portfolio. However, the course can also be taken just for personal growth. A student can take from one week to a year to complete this one-credit course.

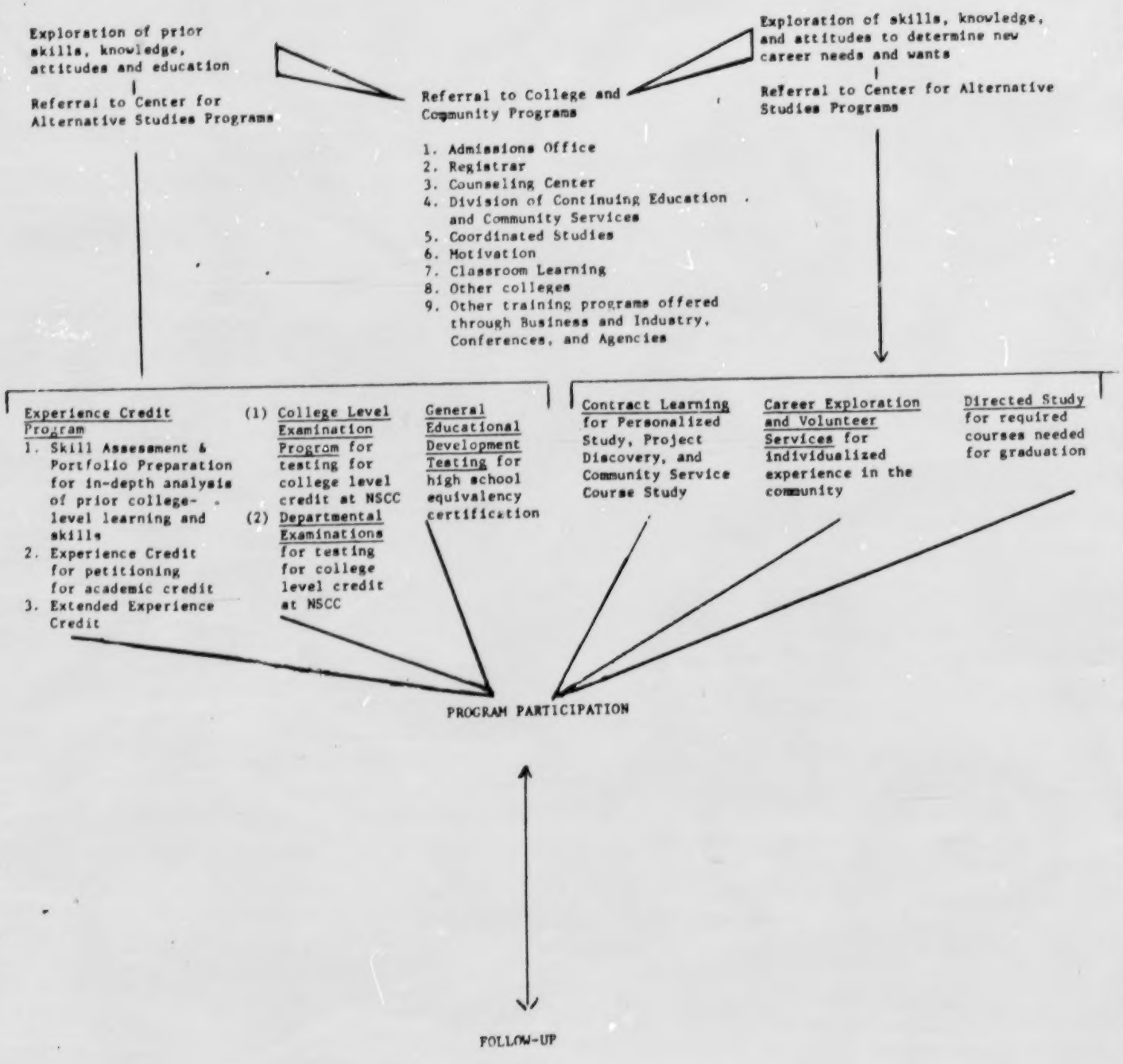
In the case of earning a degree, we must remember that an Associate's Degree seems more easily attainable if the possibility exists for earning nine to fifteen credits for achievement of valuable college-level experience which has already taken place.

Instruction is available "on call" and contact through correspondence to minimize the opportunity for the student to use his/her time efficiently. The Center for Alternative Studies' Instructional Specialist will work step-by-step with the student who has never assessed skills, knowledge, and attitudes. If a student has serious difficulty, he or she may visit the office as often as necessary, may

FIGURE VI

Draft #1
August, 1980
Anita P. Turner

CENTER FOR ALTERNATIVE STUDIES
PROGRAM MODEL
NORTH SHORE COMMUNITY COLLEGE
BEVERLY AND LYNN


Exploration of prior skills, knowledge, attitudes and education
Referral to Center for Alternative Studies Programs
Exploration of skills, knowledge, and attitudes to determine new career needs and wants
Referral to Center for Alternative Studies Programs
Referral to College and Community Programs
1. Admissions Office
2. Registrar
3. Counseling Center
4. Division of Continuing Education and Community Services
5. Coordinated Studies
6. Motivation
7. Classroom Learning
8. Other colleges
9. Other training programs offered through Business and Industry, Conferences, and Agencies
Experience Credit Program
1. Skill Assessment & Portfolio Preparation for in-depth analysis of prior college-level learning and skills
2. Experience Credit for petitioning for academic credit
3. Extended Experience Credit
(1) College Level Examination Program for testing for college level credit at NSCC
(2) Departmental Examinations for testing for college level credit at NSCC
General Educational Development Testing for high school equivalency certification
Contract Learning for Personalized Study, Project Discovery, and Community Service Course Study
Career Exploration and Volunteer Services for individualized experience in the community
Directed Study for required courses needed for graduation
PROGRAM PARTICIPATION
FOLLOW-UP

be referred to complementary courses such as Resume Writing, given by the Counseling Center, or to tutorial services at the Academic Skills Center.

The bottom line in assessing and preparing materials is the Portfolio. Examples of portfolios will be available for you to look over when we break up into groups (See Exhibit A: Portfolios.)

By helping the student to integrate work and college-level experiences into the educational process, the student's time is maximized. The student also learns how to take current work or job skills and translate those skills to a higher level. This process often helps students who have been working at a dead-ended job and who are looking for the opportunity for advancement. Time after time, students tell us how the boss was impressed when he or she saw the portfolio.

In a second case, the student's journey may begin at the same point of exploring prior learning, but he or she may benefit from another alternative study option - such as the CLEP (College Level Examination Program), Departmental Examinations or GED (High School Equivalency Testing Program).

Let us examine the CLEP Program for a few minutes. This program, operated cooperatively with the Educational Testing Service, offers fifty-two standardized tests to obtain credit by examination for on-the-job experience, purposeful reading, and adult school or college-level knowledge obtained outside the classroom. The cost is $22.00 per test with a $5.00 testing fee - a total of $27.00. For a three credit course through our Division of Continuing Education, the costs would be $93.00. Thus, by taking a CLEP, there is a savings of $66.00. But just as important to those adults, TIME.

Another program is the Departmental Examination Program through which the student may take an examination for catalogued courses which are not offered through the CLEP Program. This Center for Alternative Studies' service includes counseling, and assessing the student's needs. Prior to testing, we arrange an interview between the student and the Faculty Member who will administer the test. Therefore, the student may gain insight on how to be better prepared for the examination. The costs are the same as our Continuing Education fees with an additional $5.00 testing fee. The saving here is TIME.

The GED Program at the Center is personalized and includes one-on-one counseling, tutorial referral, and follow-up. We test in small groups during the day and evening hours. As Anita told you, we deal with ages from 16 to 85+.

After completing the GED tests, our students are made aware of career opportunities available to them at North Shore Community College. They are encouraged to sign up for even one course to improve their job options or just for personal growth. Therefore, our Tuition Voucher was created. This waivers the cost of one credit of any course the College offers through the Division of Continuing Education.

Our newest follow-up venture is the GED-VIP Volunteer Program. Having passed the GED battery and having earned the State Certification, the student is given the opportunity to help others and/or to learn office skills while volunteering at the Center. The student can volunteer 100 hours or more and may earn a waiver of the cost of the tuition of a three-credit course of their own choosing.

Now we will trace the student's journey as it moves from assessing prior skills or may start anew at the discovery of the need for new learning pertaining to career needs and wants. In our case, a student may explore Contract Learning. The student who is interested in pursuing a course of study outside the normal catalogued courses, may design and develop a contract, taking the major responsibility for his/her own learning.

Some examples would be internships, volunteer experiences, independent research enhancement, community service courses or field or cultural pursuits such as travel. The student may earn 1-15 credits per degree program. Examples will also be available to look at later. (See Exhibit B: Contract Learning.) One such example of non-formal classroom learning is the Project Discovery Program that the Center offers to high school and college students to make "Europe a Classroom." The student may also earn academic credit through the Contract Learning Program.

The opportunity to earn academic credits for a community service course is also available. The student would create a contract for work beyond the classroom. An example would be to take the community service course "Introduction to Clowning." A Contract might explore the history of clowns.

Another learning technique may lead the student to Career Exploration/Volunteer Services. This program emphasizes skill training that applies to a family of jobs. The program also provides the working student with the opportunity to create an individualized internship experience. Recently, several students completed Advanced Drafting and Engineering Drawing courses through Contract Learning. These courses were not offered at North Shore Community College. These students were working and attending school at the same time.

The Career Exploration Program also includes workshops on career development. The emphasis is on career information and access as opposed to "Back to School" workshops. This is a primary recruitment/retention mechanism.

Lastly, let us look at the Directed Study Program - a need often reached at the end of the student's journey as he or she approaches graduation. Perhaps, the student can not take a class because it has not been offered or has been cancelled due to limited program enrollment. Or perhaps, there is a conflict with the student's work schedule. As the student needs this course in order to graduate, he/she has the opportunity to do the course work independently through our Directed Study Program. This is North Shore Community College's attempt to meet the needs of the community college student by offering this program. The student follows the same steps of the Contract Learning Program, supervised by a Faculty Member.

I will now introduce my panel and let them share their experiences with you.

JoAnne Morris works at Digital in Maynard three days a week as a Business Consultant. Lorraine Hardy is now enrolled at U-Mass., Boston. Lorraine is also one of our GED-VIP tutors. Richard Shanley works at Sweetheart Plastics. Ron Malloy works at General Electric and is the Chairman of the I.U.E. Local.

First, we will hear from Lorraine Hardy.

I got my GED diploma from the Center for Alternative Studies at North Shore Community College. I had been working at the College as a cleaning lady. After passing the GED, I enrolled in the Corrections Program and it took me

a little over two years to complete that program. I received my Associates Degree a year ago last June. I took a few more courses at the College in order to transfer as I had applied to Simmons College, Suffolk University, and U. Mass., Boston. This fall I started at U. Mass.,Boston, majoring in Sociology and pursuing a Bachelors in Corrections. I am also one of the Center's GED-VIP tutors, helping others to prepare for their GED tests.

(JoAnne Morris)

I am JoAnne Morris. I found out about the Center two years ago. I was enrolled in an alternative studies program at Goddard College in Plainsfield, New York. I was commuting from Beverly to Plainsfield 12 weekends every semester as well as working full-time. I am a mother of two women, one of whom is in college right now. What I did not have was TIME. I got to Goddard and my contract with them was that I would do two years; one year in an independent study thesis which would be patterned as a M.A. degree. This was based upon the fact that I had some learning areas in critical training and transactional analysis prior to going to Goddard. Well, as time would have it, the accrediting body which accredits Goddard and other New England colleges and universities took a very close look at the program I was involved in because it was an experimental program. The accrediting team said that since the ninety hours that I had been awarded at that time had been awarded by the University of Connecticut, it was not valid. So I lost ninety hours, sort of like that (snap). What I did not have was TIME. So I made up my mind that I could not or would not be able to emotionally afford four years of repetition.

I came to the Center and said, "HELP!" They suggested CLEP. I got a lot of personal service and support. I took the General CLEP Examinations and was awarded a year's college credit for the exams. I went back to Goddard with my student's copy of the examinations in hand, fists balled, and at that point asked them to be accepted for petitioning for critical life experiences. This was, mind you, all in one semester.

I can not overstate the importance of the Center to me. It was in the town I lived and the people were interested in me. Without the support system that they offer, I don't think I would have had the energy to go any further. Therefore, in that same semester, I also wrote my Critical Life petition for Goddard. This was about six weeks' work. I had a review committee who looked at the petition and I was also orally examined on the petition before I was awarded the credits.

As time was very important, if I had not been supported by the staff of the Center, I would not have finished two and a half years of undergraduate work. Where I am now as far as continuing my own learning experiences, I work in industry in a senior managerial position. I am very active in having that company accept the credibility of alternative education for adults. Traditional education is accepted across the board. "Alternative" education is not. Therefore, I can say, that this semester seven people, because of your efforts of being supportive with me, are now enrolled in an alternative education program in Vermont. The company is paying for it with no payback to the company except that each student has been accepted into the program. I am also going to my respective school to begin my doctorate program.

I am Richard Shanley. I am presently employed at Sweetheart Plastics. My position is Training Specialist. I recently moved into that position from Maintenance. Along with JoAnne, TIME became an important factor for me. I went through Continuing Education to get my Associate's Degree and also used the Skill Assessment and Portfolio Preparation course and applied for Experience and Extended Experience Credits. Although some people apply for Experience Credit first, I chose to take my courses first. As it turned out, applying for Experience Credit at the end of my schooling was good planning on my part as I had progressed through the company, had been promoted, and thus, gained additional skills.

When I first sat down and looked at the Skill Assessment and Portfolio course, I asked myself, "Why am I doing this thing? I'm pretty well where I want to be." The answer for that was, first, if I don't do this, I was not going to get my last 14 credits since the Skill Assessment and Portfolio Preparation course is the prerequisite to Experience Credit, and second, I was not going to graduate. So I sat down and put the Skills package together. Looking at this from an older student's point of view, I found that a lot of the thoughts I had in my head about my past career and past knowledge were not viewed as the total experience. By putting them down I finally got my experiences into order. Skill Assessment and a portfolio is a growing process. You start to realize and visualize what your goals should be as far as education and career are concerned.

I came to a point where I was sitting in my living room one night and getting down to the wire. I was wondering what do I do with this and how am I going to put all this together. I told myself, "You've done this thing wrong and that has to be corrected." I finally got to the point where I had the whole living room floor covered with papers, just all over the place. It was at this point that a friend of mine walked in the door and said, "Richard, what in God's name are you doing?" I said, "Buddy, that's my whole work life." What I am saying to you is that when you put something like that together and you see it laying out there in front of you, it's impressive. It's an ego trip for yourself.

My name is Ron Malloy. I am an Executive Board Officer for Health and Safety of the I.U.E., Local 201 and have been involved in the Health and Safety Committee for seven years. I also taught sessions to union stewards and workers on Education in Occupational Safety and Health. Some time ago I decided that it was time to get a formal education. After some research, I found out that North Shore Community College had an essentially new program in Occupational Safety and Health. The first thing I did was contact the College. They directed me to the Center. I was informed by the Center's staff that because of my program and my experience, I should enroll in the Skills Assessment and Portfolio Preparation course for two reasons: (1) it was pulling together what you had done in the past and (2) it was a necessary thing to do in order to petition for Experience Credit. I received the booklet of instructions and asked Joe Boyd for assistance. It took me two semesters to complete the portfolio. I can also say that it is quite impressive to see your work life compiled. I received 12 credits for my past experiences.

I am also involved in another program through the Center - Directed Study. Two of the courses that I needed have not been offered for two years. I signed up

for one of the courses through the Division of Continuing Education when it was offered this fall. However, I received notification that the course had been cancelled due to low enrollment. I needed these two courses in order to graduate. I was referred to the Center and with their help was directed to Faculty Members who undertook the Directed Studies I needed. As this type of course is an independent study, you have to be highly motivated. Now I had been a C/B student in high school. I can say that my college grades were higher and that I did receive A's in the Directed Studies.

The support and service I received from the Center was excellent. Without their help, I would not have graduated.

(Anita P. Turner)

Thank you, Nancy, and thank you, Ron Malloy, Richard Shanley, JoAnne Morris, and Lorraine Hardy. We appreciated your participation in this panel and are grateful for your willingness to share your experiences.

You have heard something about the beginning of the Center for Alternative Studies at Beverly, something about the programs, and a bit about how they mesh together. Now we are going to tell you about the delivery system in the community. We all know that the traditional approach would be to expect the community to come to you. We have taken a different approach, dictated by a new situation. Joseph Boyd will tell you about the delivery system. Joe is an Instructional Specialist at the Lynn Center. He has a Master of Arts degree in teaching, with a background in traditional education as well as work in alternative schools, multi-cultural curricula, and community services. Joe also spent three and a half years teaching in West Africa--part of this as a Peace Corps Volunteer.

(Joseph Boyd)

In the Fall of 1978, departments within North Shore Community College began planning their activities for the Lynn Center, a new branch of the College that was to open in January, 1979, nine miles from the main campus.

First, the College was concerned with the demography of the Beverly and Lynn areas. To generalize, the Beverly area is suburban, affluent, and attending college is more of a normal expectation for a person growing up in Beverly. Lynn, an old industrial city and once a booming shoe manufacturing center as well as the birthplace of General Electric, is now in the throes of change. Following World War II, the population dropped with the exodus of the affluent to the suburbs, leaving the poor and elderly behind. The past ten years has seen an influx of Hispanic people. There is high unemployment, high taxes, poor services and the public assistance rolls are full. "Arson for profit" has become big business in the last decade. Now, while some people in the Beverly area might not be able to afford college, many more people who reside in Lynn have no expectations of college in their future, with many of them not expecting to finish high school.

The College saw the usefulness of a Center for Alternative Studies component in Lynn for the following reasons:

1. Large numbers of the existing experience credit petitions in the technology area came from people working at General Electric, Norelco, and other industrial plants in Lynn.

2. Many human service petitioners were from the concentration of social service programs in Lynn.

3. Lynn had the largest number of students not completing high school.

I was hired as the Center's person in Lynn. I live in Lynn and am familiar with the community. Therefore, my first step was to see how the Center for Alternative Studies could fit into the Lynn situation and what opportunities might exist for adapting to the community. We easily realized that Lynn needed some straight forward assistance and not smug academic evaluations of its condition. We looked at the goals of the Center for Alternative Studies and saw that our assets were our understanding, our adaptability, and our commitment.

Totally immersing myself in the Center's goals and the College's goals, we discovered that the Mission and Goals of the College, as stated in the 1980 College catalogue, were almost all encompassing. (See Figure VI: Mission and Goals.) We were aware that our programs and services should strengthen and nurture a sense of uniqueness, self-worth and individuality in people as well as help people understand the society they live in. We could provide and design educational services to meet the needs of our students and provide learning opportunities for vocational and personal growth. We were also aware that we are a student-oriented institution that involves on-going community participation in the needs assessment and implementation of our educational services. Clearly, what we needed to focus on, again, was integration, remembering that the Center for Alternative Studies' goal is to integrate a student's personal, educational, and vocational experiences within his/her college program. Remembering that our responsibility was to serve people who (1) need to enter the formal educational mainstream, (2) are in the system but have special needs, and (3) are in the system and want to develop in specialized ways, we wanted to be sensitive to the needs of mature students, minority students, retired students, etc., the people who have not been traditionally served by the College.

Once I had an understanding of these goals and the activities of the Center for Alternative Studies, we could plan the implementation of our programs and adapt to our new setting. But was the community ready for our programs, we asked.

We remembered that Beverly, the home of North Shore Community College for the past fifteen years, and Lynn, the home of the new branch, had some distinct contrasts. For example, we looked at our GED Program and saw that with all of its diversity, the total program could be of no use to someone who completed less than grade nine, five or fifteen or more years ago. We knew that year after year Lynn has had the highest high school drop-out rate of all the communities served by the College. So we adapted. We decided that if people were not ready for GED testing, our most basic service, we would best serve our constituents by offering academic assessment and tutoring for those tests. GED tutoring became our "flagship" program- our immediate, direct, grass-roots service to prove our commitment to the needs of the community and to establish a base for our College population.

As we advertised free tutoring, we also expressed our interest in adaptability and a need for community input. In this way, we felt that we could engender expectations and generate ideas. I asked the local social service agencies to think about how the College could fit into their plans. I went to Hispanic social clubs and even to a Spanish Mass on Sunday to tell people that we had GED tests in Spanish, that we would tutor people for the tests in Spanish, and, most importantly, I encouraged the Hispanic community to influence the direction of our branch of the College. I canvassed the city announcing that North Shore Community College was interested in serving the community and that the Center for Alternative Studies could be the most adaptable segment of the College.

After six months of my tutoring people for the GED tests, the Lynn CETA organization responded positively to our efforts by hiring a full-time tutor to assist us. We were then able to open a GED Testing Center and establish a completely separate tutoring program. Our Spanish tutor, who works only ten hours per week, operated out of a Hispanic club in the evenings because there was a high demand for evening tutoring and the Lynn Center, at that time, closed at 5:00 p.m. This tutor also works with the Spanish CETA participants from the neighboring town of Salem.

Recently, we acquired a Community Information worker for the Lynn CETA organization. This person acts as both a Center for Alternative Studies and Lynn Center liaison with the community. The contacts he makes can bring people into the College for cultural and career related presentations, can interest local employers in our offerings, and, in many ways, make the College part of the community.

I believe that our relationship with the local CETA organization has developed because we did not ask for overhead and operating expenses, but offered them free tutoring. By offering assistance, asking for outside input into our development and stressing that the Center for Alternative Studies' goals, North Shore Community College's goals and the local population's goals are not separate, we have built a good name for ourselves.

A good name was what we wanted and what we needed. We knew that in Lynn the Experience Credit and Contract Learning Programs, the mainstays for the Center in Beverly, would be slow in the beginning. With new faculty adjusting to a new College situation and with freshmen having no upper class students to pass on information, people were going to have their hands full just getting used to the routine. Who would have time for alternative offerings? Who would pass on from first-hand experience the value of these offerings, our good name, to those freshmen? We were forced to adapt while we waited for our student body to become college-wise. Now that these freshmen are sophomores, the Center for Alternative Studies in Lynn is increasing its Contract Learning, Experience Credit, Directed Studies, and CLEP Testing Programs and is growing into the mold established in Beverly.

In summary, the Center for Alternative Studies chose to adapt to its new community environment. We were also pushed into it since Lynn students were not going to beat down our doors to get programs they were not ready for. So we made the community a sound offer of free tutoring and traded on it to advertise our other Center for Alternative Studies' programs and to advertise the College's willingness to meet community needs and to involve the community in its growth.

FIGURE VII

NORTH SHORE COMMUNITY COLLEGE

Mission and Goals Foundation Principles

The following principles provide the foundation for our mission and goals and North Shore Community College endeavors to operate accordingly:

-All individuals are viewed as unique persons of worth who are entitled to be treated with dignity and respect.

-All individuals have equal opportunity to acquire skills, knowledge, and insight.

-All individuals are given the opportunity to equip themselves for a fulfilling life and responsible citizenship in a world characterized by change.

-The College is an integral part of the North Shore area it serves and has a responsibility to provide leadership in educational and cultural matters.

-The College functions best when the entire institution is interacting to maximize openness and trust among faculty, administrators, and students.

Mission

North Shore Community College is an open, community-based, comprehensive community college designed to provide inexpensive, quality educational opportunities to residents of the North Shore service area.

The College seeks to:

-Serve persons seeking the first two years of instruction leading to transfer to a bachelor's degree granting institution.

-Serve persons preparing for careers and job-entry in a variety of fields.

-Assist students in assessing educational, personal, and social needs and deficiencies, and acquiring skills fundamental to further academic and career achievement.

-Provide a broad range of student services including counseling, career planning, placement, and financial assistance.

-Serve persons who need additional training for advancement in their present fields or retraining for employment in new fields.

-Provide educational programs to meet the needs of employers on the North Shore.

-Serve persons who desire special classes and workshops in personal development, civic affairs, cultural enrichment, and community service.

-Cooperate with community agencies in community development activities.

-Serve persons in the community traditionally unserved the available educational programs.

FIGURE VII: (Continued)

Goals

The College will work toward the following ends:

-Maintain an atmosphere of acceptance and trust in which all persons on campus have opportunities for personal growth and self-fulfillment.

-Maintain high standards and promote excellence in educational opportunities.

-Maintain as a high priority the improvement of the basic skills students need for effective living.

-Assess the educational needs of the service area for the purpose of providing appropriate programs to address those needs.

-Provide learning opportunities consistent with student and community diversity.

-Promote positive and productive relationships with the leaders of business and community agencies.

-Provide a comprehensive and effective system of instructional and support services to meet the needs of a diverse student population.

-Make a continuous effort to help the entire College community understand the meaning and responsibilities of achieving and maintaining diversity in the student body.

-Maintain high standards through a comprehensive professional development program for all persons employed at the College.

FIGURE VIII

CENTER FOR ALTERNATIVE STUDIES
NORTH SHORE COMMUNITY COLLEGE

I. MISSIONS AND GOALS

North Shore Community College recognizes the need to offer alternative learning programs in order to help individuals in acquiring the skills, knowledge, and attitudes necessary to develop a comprehensive approach to managing their lives. At North Shore Community College, alternative learning means integrating educational experiences with personal-social and vocational-career activities. It is the Center for Alternative Studies' belief that each individual more fully participates in the life-long learning process by enjoying an educational experience which provides the opportunity for the individual to bring his/her own uniqueness to it, to interact in his/her individual way and take away something of significant meaning to him/her.

The Center is particularly concerned with serving individuals and community groups who (1) need to enter the formal educational mainstream; (2) have entered the system but have special needs which must be addressed in order that they may fully participate; and (3) have been served by the system, are sensitive to special population needs and want to facilitate growth in others. The Center is concerned with the needs of mature students, retired students, the unemployed and under-employed, minorities, the culturally and economically disadvantaged, the handicapped, and others not served by traditional systems of higher education.

The Center functions on an interdisciplinary basis and works on an inter-dependent basis with all College components including Faculty, Administrators, and Staff as well as with community groups. Academic programs enhance and supplement classroom learning by credentializing previous college-level learning; and provide the opportunity for current community-based learning using work, volunteer, and leisure environments.

Programs include: A. ALTERNATIVE STUDY OPTIONS
1. Contract Learning
   a. Personalized Study
   b. Career Exploration and Volunteer Services
   c. Project Discovery
   d. Community Service non-credit Course Study
2. Directed Study
3. Experience Credit
   a. Skill Assessment and Portfolio Preparation
   b. Experience Credit
   c. Extended Experience Credit

B. TESTING OPTIONS
1. College Level Examination Program
2. General Educational Development Testing Program
3. Departmental Examinations

FIGURE VIII: (Continued)

Each program addresses the institutional goals of North Shore Community College which focus on individuality, reasoning, communication, participation and social responsibility, career exploration, values, sociological understanding and excitement about continuous learning. Specific resources and energies of the Center are directed to help each student to accomplish the following:

1. To acquire basic skills in entering the educational mainstream (learning how to acquire high school and college credentials through a variety of alternative learning, testing, and teaching-learning programs).

2. To become eligible to earn academic credentials.

3. To participate in current sponsored experiential learning programs which are community based (or field-based).

4. To gain confidence in entering and completing alternative programs at North Shore Community College in order to gain skills necessary to make further educational and career decisions.

5. To define skills, knowledge, and attitudes in order to integrate the relationship between the worlds of education and work.

6. To gain a sense of self-fulfillment and pride from the experience of participation in quality alternative learning options designed for the adult working student.

7. To facilitate entry to the educational mainstream for other potential and current students whose needs can only be met through individualized academic programs.

Prepared by:
Anita P. Turner, Director
Center for Alternative Studies
October, 1979

The payback has been a rapidly growing testing program, excellent community relations, and manpower donated by a community agency. The Center's willingness to accommodate community interests and our actively promoting this accommodation has brought us success.

Currently, we are delivering all the same services that the Beverly Center delivers, some in the same manner and some quite differently. But we are keeping in mind that we want to complement each other. For example, Beverly is planning a Volunteer Awards Ceremony for the spring and we are participating in planning a major celebration for the Hispanic community. A complementary effort is the hourly schedules. Beverly is open Monday and Wednesday evenings and Lynn is open Tuesday and Thursday eveings.

I think that what we can see is that we have taken the model as developed and adapted it to a new setting. We hope that this will show you how it can de done. Now, let's turn back to our workshop leader and raise special questions.

(Anita P. Turner)

Thank you, Joe. In defining the non-traditional student, the approach to working with that student, the programs and the delivery system offered to these students, we hope we have introduced the concept of what we mean when we talk about being "Street Smart." What we haven't talked about is how this kind of programming and approach is integrated into the traditional college with its traditional mission and goals. We are now going to provide you the opportunity to do this as well as giving you the chance to learn more about the individual programs. See Figure IX: Small Group Discussion Topics in order to make your decision as to which group to attend. Also, please feel free to change groups, if you desire, within the time we have together.

Before we break into groups, I would like to thank you for joining us and please do not hesitate to contact us after the conference if we can help you in any way.

FIGURE IX:

SMALL GROUP DISCUSSIONS

GROUP A

Nancy Murphy - Leader

Specific program questions and an opportunity to share the experiences of students, review program guidelines, and sample student materials
(Exhibit A)

Experience Credit
Contract Learning
Directed Study

College Level Examination Program
Departmental Examinations
General Educational Development Test

See Exhibit B: Student Work Sample

Sample Contract: Alice Nelson
Sample Experience Credit Petition Sheet, Index, Summary Sheet, Letter Release Form

GROUP B

Anita P. Turner - Leader

Financial resources needed and offered
Staffing, facilities, overhead, payment to Faculty
Academic accountability
FTE's, Faculty work-load

See Exhibit C: Faculty Payment Policy

GROUP C

Joseph Boyd - Leader

Open enrollment and procedures for registration
Getting students into system
Division and Departmental interface and instruction

EXHIBIT A

PROGRAM GUIDELINES

DIRECTED STUDY
CONTRACT LEARNING
EXPERIENCE CREDIT

DEPARTMENTAL EXAMINATIONS
COLLEGE LEVEL EXAMINATION PROGRAM
GENERAL EDUCATIONAL DEVELOPMENT PROGRAM

CONTRACT LEARNING - DIRECTED STUDY PROGRAM

DIRECTED STUDY REQUEST FORM

Center for Alternative Studies
North Shore Community College
Briscoe Building
3 Essex Street
Beverly, MA 01915

922-0819; 927-4850, Ext. 160

NOTE: The entire process including completion of this Directed Study Request Form, completion and formalization of the teaching-learning contract, and registration must take place within three (3) weeks from the commencement of the semester in which the student is to receive credit.

1. Student Name:_____ Date:_____

2. Address:_____ Currently Enrolled:

3. Phone:_____ Full-time Day _____
Part-time Day _____

4. Social Security Number:_____ Continuing Education_____

5. Course for which Directed Study is being requested:

_____	_____	_____
Course #	Course Title	Number of Credits

6. Reason for Requesting Directed Study:_____

_____

****

I. DEFINITION

The Contract Learning - Directed Study Program is utilized for the following reason: A Contract may be designed to fulfill a curriculum requirement for a student's program of study provided specific criteria can be validated which clearly indicates that the student may not be able to fulfill the requirement by classroom participation.

Directed Study must be restricted at this particular point in time due to staffing limitations which create institutional incapability to provide individual instruction for required courses to all those who may wish to employ this method of study. In restricting this option, the College notes that in many cases, a suitable substitute course sometimes exists. For this reason a student should discuss his or her program with a Counselor representing the Career and Educational Counseling Center prior to initiation.

It is requested that all preliminary planning and documentation take place prior to the semester in which the Directed Study will take place in order to maximize student assistance and expedite processing.

II. VALIDATION

Directed Study for a course listed and defined in the College catalog which fulfills a curriculum requirement of a program of study may be requested by the student provided the following criteria are met and can be validated as specified:

A. Validated by evidence submitted to the Director of the Center for Alternative Studies (CAS).

1. The student may be unable to complete the required course in the program of study within a reasonable time frame due to the incapability of the institution to offer all courses of Career and Transfer Programs on an on-going basis (Guideline: Day Division: 2 Fall and 2 Spring Semesters, or 2 years; Continuing Education, 12 Fall and Spring Semesters, or 6 years. _____yes_____no

2. The student is confined to the hospital/home/jail after initial registration in current semester. _____yes _____ no

3. The student is apprised of the counseling services of the Career and Educational Counseling Center regarding programs of study and Directed Study. _____yes_____no.

4. Student has completed the first semester of a full-year sequential course offering (defined as one in which the first semester is a prerequisite for the second semester) at North Shore Community College. The student may request Directed Study if the second semester is unavailable in the classroom setting due to insufficient enrollment. All students validated in this manner must be matriculated at North Shore Community College or at a transfer institution. Students matriculated at a transfer institution must present an acceptable transcript. _____yes_____no.

5. The student is apprised of Contract Learning regulations which apply to Directed Study. _____yes_____no.

_____ _____
Date Director, Center for Alternative Studies

B. Validated by the Registrar or designee.

1. The student is matriculated in a program of study at North Shore Community College.

2. The student is academically capable of completing college work as determined by previous academic record which indicates an average of 2.0.

_____ _____
Date Registrar or Designee

C. Validated by Faculty Member, Department Chairperson, Division Chairperson and Dean of Faculty.

1. Faculty Member

a. Faculty member is willing to serve as Faculty Advisor under current conditions of employment for working with Day Division students under voluntary banking system.

_____ 29 _____
Date Faculty Member

II. C. 1. b. Under payment policy for Division of Continuing Education and Community Services provided the student is currently enrolled in the Division of Continuing Education and Community Services and has paid all tuition/fees accordingly.

_____ _____
Date Faculty Member

c. Course outline has been submitted to the Center for Alternative Studies.

_____ _____
Date Faculty Member

2. Final Approval of Department Chairperson, Division Administrator and the Dean of Faculty.

_____ _____
Date Department Chairperson

_____ _____
Date Division Chairperson

_____ _____
Date Dean of Faculty or designee

III. PROCEDURES

A. Student

Time Line: The student has three (3) weeks from the commencement of the semester to design the teaching-learning contract and obtain the signature of the Director of the Center for Alternative Studies (CAS) for current semester processing including documentation on transcript.

Step 1: By five (5) working days from commencement of classes, student obtains Directed Study Request Form and form for Contract Learning from the Center for Alternative Studies.

At the Center for Alternative Studies the student checks the statements which apply in the criteria. Upon review by the Director, the student is advised to take the forms to the Faculty Advisor.

Step 2: By ten(10) working days from commencement of classes, the completed Directed Study Request Form and Contract Learning Form should be turned in to the Center for Alternative Studies for preliminary validation. The Directed Study Request Form and the Contract Learning Form must be signed by the Faculty Advisor and the student.

Step 3: Deadline for approved Directed Study and Contract Learning Forms for the current semester transcripting is by the end of the first three weeks of classes.

III. B. Faculty/Administration/Staff

The entire procedure must be completed within six (6) weeks from the commencement of the semester in order for the student to be registered, the faculty banking/ payment process to take place, and all other details to be completed for student records.

Step 1: Three (3) working days from initial contact with CAS: the Center dates the form and returns same to student upon review by the Director. The student obtains the signature of the Faculty Advisor.

Step 2: Three (3) working days from date of signature of Director of the Center: the Center for Alternative Studies' staff forwards the Directed Study Request Form to the Department Chairperson, who signs the form and returns it to the Center for Alternative Studies.

Step 3: Three (3) working days from the date of signature of the Department Chairperson, the Center for Alternative Studies' staff forwards the Directed Study Request Form and the Contract Learning Form to the Division Administrator, who signs the forms and returns them to the Center for Alternative Studies.

Step 4: Three (3) working days from the date of signature of the Division Administrator, the Center for Alternative Studies' staff forwards the Directed Study Request Form and the Contract Learning Form to the Dean of Faculty, who signs the forms and returns them to the Center for Alternative Studies.

Step 5: By the end of the first three weeks of classes, when all formal procedures for Directed Study-Contract Learning are completed, the student is notified that the Contract for the Directed Study is approved and advised of tuition and any fees due. The student is then registered, pending receipt of payment, for the course, either in the Day Division or the Division of Continuing Education and Community Services consistent with current enrollment procedures.

Step 6: Five (5) working days from Registration approval: when registration is finalized by the Center for Alternative Studies and Data Processing Office, the student receives notification of registration by CAS. If the student is enrolled in the Day Division, the office of the Registrar receives notification of enrollment. If the student is enrolled in the Division of Continuing Education and Community Services, CAS staff completes DCE's Registration Card as well and forwards it to the Division of Continuing Education and Community Services. Please Note: All students shall be enrolled in either the Day Division as full-time students or in the Division of Continuing Education and Community Services. No students shall be enrolled as part-time day students.

Step 7: By mid-term, status reports on students are due from Faculty Advisors to the Center for Alternative Studies.

Step 8: One week after mid-term, banking and payment records are to be established by the Center for Alternative Studies.

Schedule Technically Revised:
Anita P. Turner, August, 1979

North Shore Community College
Center for Alternative Studies

II. ALTERNATIVE STUDY OPTIONS

A. Contract Learning

Each contract initiated will be routed through the appropriate Department and Division Chairperson who will recommend approval or disapproval, and the proposal will then be forwarded to the Dean of Faculty for decision. Proposals whose subject matter is not applicable to any existing departments or divisions will be forwarded directly to the Dean of Faculty by the coordinator of Personalized Curriculum.

November 11, 1971

Personalized Curriculum will be renamed to Contract Learning (CL) and the number of credits possible with this option will be raised from 9 to 15 credits.

October 7, 1975

Guidelines for Contract Learning

Catalog Description

Students who are interested in pursuing a course of study outside the normal catalog offerings and are willing to assume a major responsibility for their own learning may develop a study contract. The student may choose from a variety of learning formats, including internship or volunteer experiences, guided independent research, enhancement of a community service course, and field or cultural pursuits such as travel. Study contracts are supervised by faculty members and may involve resource people from the North Shore community. Study contracts must be officially approved prior to enrollment.

I. Student Eligibility

1. All students in good academic standing at the College are eligible for Contract Learning although the program is primarily designed for students who have successfully completed 12 credits or more of college-level work. First semester students should seek the permission of the Director of the Center before enrolling in the program.

2. Only students willing to take a major responsibility for their own learning experience by developing and formally writing a Contract should enroll in the program.

Student Eligibility Continued

3. Students may utilize the experience and are encouraged to use the program for the following benefits:

   a. to discover more about their own learning style.
   b. to pursue a course of study not offered at the College, but important to their personal development and learning goals.
   c. to experiment with alternative educational methodologies.
   d. to utilize the community and world as a learning environment.
   e. to enhance curriculum for course requirements.

4. Students may contract from 1 to 15 credits per degree program.

II. Content and Scope of Project

A. Content

1. Content areas to be covered should not duplicate regular catalog course offerings. Content duplication is handled under the Directed Study Program.

2. Content areas should be appropriate to curriculum of the first two years of a four-year college. Capable students may be granted permission to carry out advanced study.

3. Every effort should be made to title and describe the contracted learning experience in a manner closely resembling a traditional course. The title will ultimately appear on the student's transcript.

   A copy of the Contract is placed in the student's file at the Center and a copy is maintained on file at the Dean of Faculty's Office. The title, course content description, and terminology should resemble a traditional course as it may affect the transferability of credits. Organization of ideas and/or structure of description are significant factors in demonstrating program credibility.

4. Content will be approved by the Faculty Advisor, Department/Division Chairpersons, the Director of the Center, and the Dean of Faculty or designee. Faculty Advisor(s) will evaluate (see D: Evaluation) with the Director of the Center coordinating evaluation.

B. Objectives or Competencies

1. Content should be reflected in clearly stated objectives or competencies, indicating the scope, depth, level of mastery and/or behavioral change that is to take place. Specifically, skills, knowledge and attitudes that the student will acquire should be incorporated.

2. Objectives should be specific and measurable in accordance with the Center for Alternative Studies' instructional guidelines.

C. Methods and Activities

1. The activities planned and methods used should be appropriate to the accomplishment of the learning objectives.

2. The activities planned or materials to be covered should be equivalent to those in a comparable catalog course.

3. The student will be required to describe planned activities in detail by identifying time frames, textbooks and materials, resource personnel and other significant facts in accordance with the Center for Alternative Studies' guidelines.

4. The student, with the assistance of an Instructional Specialist and a Faculty Advisor, will be responsible for preparing a list of resources to be used in accomplishing the learning objectives.

D. Evaluation

1. The criteria for evaluation should reflect the objectives of the program of study.

2. The criteria for evaluation should specify the minimum competency, the level of mastery or proficiency to be achieved and should be appropriate to the first two years of a four-year college curriculum.

3. Evaluation should be based on a sufficient amount of evidence that the student has accomplished the objectives specified in the Contract.

4. The responsibility for evaluation rests with the Faculty Advisor. Grading will follow prescribed College guidelines.

5. An evaluational meeting between student and Faculty Advisor should take place upon completion of project. It is the responsibility of the student to notify the Faculty Advisor at least two weeks prior to the end of the semester to establish a mutually convenient evaluational meeting. The project will be credited at this time.

6. Three weeks prior to the end of each semester, the Director of the Center will distribute to the Faculty Advisors, the Contract Learning Summary Sheet for reporting the results of the evaluation and the grade.

III. Procedures

A. Student originates educational idea, presents his/her thoughts on the scope of the project and means of learning to an Instructional Specialist at the Center for Alternative Studies. This constitutes initial inquiry.

B. Student locates Faculty Advisor (with the assistance of the Instructional Specialist) and develops the first draft of the learning contract (using draft contract form).

C. The Instructional Specialist reviews the proposed Contract, suggests necessary modification, and provides the student with a final Contract Learning Course Design packet for typing or printing by the student.

D. After review by the Faculty Advisor, the completed Contract is signed by the student and the Faculty Advisor, then returned to the Director of the Center for Alternative Studies for approval. The Director forwards it to the Department/Division Chairperson and to the Office of the Dean of Faculty for final approval.

E. Upon signature of the Dean of Faculty or designee, the Contract is returned to the Center and the student completes official registration processes, paying any fees due as required. Copies of the Contract are distributed to the student, Faculty Advisor, and the Office of the Dean of Faculty to indicate official project approval.

F. At completion of the project, the evaluation is made by the Faculty Advisor and the grade and the number of credit hours are reported by the Director of the Center to the Office of the Registrar and on a class list to Data Processing.

NOTE: The student will have the option to renegotiate the Contract if he/she fails to meet all project objectives or wishes to establish additional objectives, subject to the approval of all parties. Renegotiation of any aspect of the Contract should be initiated with the Instructional Specialist at the Center for Alternative Studies at least three weeks prior to completion of the project.

IV. Faculty

A. Faculty Advisors should have exhibited expertise in the area of their advisement (Master's degree or equivalent professional experience. See the Center for Alternative Studies' guidelines for full-time and part-time involvement.)

B. Faculty will serve on a voluntary basis in conjunction with their duties as outlined in the Faculty Handbook and may be eligible for a Banking/Volunteer or Payment Program.

C. Faculty members should agree to work with no more than three students who are working on separate projects per semester because of the individualized scope of the program. However, Faculty who would like to work with a small group of students on one project may request the opportunity.

D. Non-teaching Faculty Advisors (Master's degree or equivalent professional experience) shall work closely with the Instructional Specialist of the Center to assure adequate support in the fulfillment of the student's learning objectives and in the development of an equitable grading/crediting standard.

July, 1980

CONTRACT LEARNING/DIRECTED STUDY

Center for Alternative Studies
North Shore Community College
Briscoe Bldg. · 3 Essex Street
Beverly, Ma. 01915
Tel.: 922-0819, 927-4850

Date_____

Credit
Elective ___
Directed Study ___

CONTRACT LEARNING COURSE DESIGN

Semester During Which Program Will Be Credited

[ ] Day Division [ ] Evening Division

[ ] FALL [ ] SPRING [ ] SUMMER 19___

INSTRUCTIONS

1. Attend a workshop session at the Center for Alternative Studies (CAS) in order to complete a rough draft of proposed course design.
2. Meet with faculty advisor to finalize design.
3. Complete this formal contract application in quadruplicate and obtain faculty signature.
4. Return completed contract application to Director of CAS for authorization, registration, processing and faculty/course accounting.
5. On approval by signature of the Dean of Faculty, the contract will be returned to you.

NOTES:

1. Contracts processed prior to mid-semester may be credited during the current semester. Those submitted after this date may be credited only during the subsequent semester.
2. Existing contracts may be renegotiated.
3. Attach any additional sheets in quadruplicate.

Please print

Name _____

Address _____

Phone _____

Sponsoring Faculty Name and Department Affiliation

_____

CREDITS

Up to a Limit of _____

Type of Grade Desired

[ ] Pass/Fail [ ] Letter Grade

FINAL GRADE

[ ]

Date completed _____

TITLE OF PROGRAM _____

STATEMENT OF OBJECTIVE(S) (Additional information may be attached if desired.)

PLANNED ACTIVITIES OR METHODS WHICH WILL BE USED TO MEET OBJECTIVES

CRITERIA FOR EVALUATION (Paper, Log of Activities and Analysis, Taped or Live Presentations, etc.)

Signed _____
Student

_____
Faculty Advisor

_____
Division Chairperson

Program Coordinator _____

Dean of Faculty _____

White-Office Copy, Yellow - Faculty, Pink - Student, Goldenrod - Dean

North Shore Community College
Center for Alternative Studies

III. TESTING OPTIONS

A. College Level Examination Program
Credit Transfer Policy

Beverly Campus
3 Essex Street
Beverly, MA 01915
Tel. 922-0819; 927-4850, Ext. 427, 429

Lynn Campus
IUE Hall
100 Bennett Street
Lynn, MA 01905
593-3313, Ext. 159

I. General Information:

North Shore Community College gives academic credit to individuals who successfully pass the General and Subject Examinations offered through the College Level Examination Program (CLEP) of the College Entrance Examination Board. The College Level Examination Program is based on the assumption that many individuals are able to demonstrate competency in college-level subject areas through testing. The subject matter may have been acquired through a variety of educational, vocational, and personal-social experiences.

The Center of Alternative Studies at North Shore Community College is an authorized CLEP Testing Center. Results of tests can be applied to an enrolled NSCC student's transcript as a result of the student notifying the Office of Admissions. This CLEP Credit Transfer Policy is applicable specifically to North Shore Community College. Recording on the student's transcript is taken directly from the CLEP reporting titles.

II. Award of Credit Hours

North Shore Community College awards up to a maximum total of 45 credit hours as a result of successful completion of CLEP Examinations. Credit will be awarded at North Shore Community College for CLEP Examinations that are comparable to course offerings within the Division/Departmental disciplines of the College. The CLEP Transfer Policy is formulated and reviewed on an annual basis by the Center for Alternative Studies and the Admissions Office in consort with each Academic Division/Department.

Maximum Credit Awards may consist of the following:

A. 30 Credit Hours from the General Exams plus 15 Credit Hours from Subject Exams.
B. 45 Credit Hours from Subject Exams
C. 45 Credit Hours from any combination of the less than 30 Credit Hours on General and additional credits on the Subject Exam.

III. General Examination Details

The following chart indicates the General Examinations and/or section thereof for which credit may be awarded, requirement fulfilled, score required for receiving credit.

NAME OF EXAM AND SECTION OF EXAM	REQUIREMENT FULFILLED	CREDIT AWARD	SCORE REQUIRED FOR RECEIVING CREDIT
ENGLISH COMPOSITION	English I & II	6	530
NATURAL SCIENCES			
Biological Science	Princ. of Bio. Science	3*	50
Physical Science	Environmental Science I	3*	50
MATH			
Math Skills	Basic Math I	3	50
Math Content	Basic Math II	3	50
HUMANITIES			
Fine Arts	Humanities Elective	3	50
Literature	Humanities Elective	3	50
SOCIAL SCIENCES AND HISTORY			
History	History Elective	3	50
Social Science	Social Science Elective	3	50

IV. Subject Examination Details

The following chart indicates the Subject Examination, requirement fulfilled, credit hours that may be awarded, and the minimum score required for receiving credit. The Subject Examinations are listed below in academic disciplines as cataloged at NSCC.

SUBJECT EXAMINATIONS	REQUIREMENT FULFILLED	CREDIT AWARD	SCORE REQUIRED FOR RECEIVING CREDIT
A. BUSINESS			
Introductory Accounting (use of silent hand calculator permitted on this test only)	Basic Accounting I & II	6	47
Introductory Business Law	Business Law I	3	51
Introducttion to Business Management	Business Elective	3	47
Computers and Data Processing	Intro. to Data Processing	3	46

*The student may request the opportunity to earn laboratory credit at NSCC in accordance with the guidelines for alternative studies options.

Subject Examinations Continued

SUBJECT EXAMINATIONS	REQUIREMENT FULFILLED	CREDIT AWARD	SCORE REQUIRED FOR RECEIVING CREDIT
Elementary-Computer Programming, Fortan IV	Data Processing Elective	3	48
Introductory Marketing	Marketing	3	48
Money and Banking	Business Elective	3	48

B. ENGLISH

1. Freshman English

The student is responsible for checking academic requirements needed to fulfill his/her degree program with Faculty Advisors and/or Counselors.

If the student has no previous English credit at NSCC, the General English Examination (which includes the content of English I & II) is recommended.

If a student has received credit for English I at NSCC, the Subject Examination, Freshmen English is recommended in order to fulfill the requirement.

If a student has received credit on a NSCC transcript for English II as the first course in the Freshman English sequence, NSCC will not award credit for any English I CLEP Examination.

Since there are no CLEP Exams equivalent to English III, NSCC English III course offerings are recommended.

SUBJECT EXAMINATIONS	REQUIREMENT FULFILLED	CREDIT AWARD	SCORE REQUIRED FOR RECEIVING CREDIT
College Composition (formerly English Composition-Rhetoric)	English I	3	47
Freshman English	English II	3	47
Sophomore English-Advanced Literature			
American Literature	Colonial Period to Civil War Civil War to Modern Age	6	46
Analysis and Interpretation of Literature	English Literature Elective	6	49
English Literature	Old English through Neo-Classicism Romanticism to Modern Age	6	46

C. HUMANITIES

The examinations in French, German and Spanish are composed of two parts. One section is reading comprehension and the other listening comprehension. The language exam is designed to measure knowledge and ability equivalent to Level I and Level II as defined by the College Board. The student must pass both parts of the exam in order to be awarded the 6 credits comparable to Elementary Language Semester I (3 credits) and Semester II (3 credits). Subscores on Level I & II will not be considered independently.

SUBJECT EXAMINATIONS	REQUIREMENT FULFILLED	CREDIT AWARD	SCORE REQUIRED FOR RECEIVING CREDIT
FRENCH			
College French, Level I & II	Elementary French I and Elementary French II	6	41 and 53
GERMAN			
College German, Level I & II	Elementary German I and Elementary German II	6	40 and 48
SPANISH			
College Spanish, Level I & II	Elementary Spanish I and Elementary Spanish II	6	41 and 50
D. MATHEMATICS			
College Algebra	College Algebra I	3	50
Calculus with Elem. Functions	Calculus I & II	8	47
College Algebra-Trigonometry	College Algebra & Trigonometry II	3	49
Statistics	Statistics I	3	49
Tests & Measurement	Math Elective	3	46
Trigonometry	Math Elective	3	49
E. SCIENCE			
1. Credit is awarded for the following courses here at NSCC:			
General Biology	Biology I & Science Elec.	6	49
General Chemistry (hand calculator permitted)	General Chemistry I & II	6	48

2. The following examinations are offered by CLEP. However, no credit award is available at NSCC in either Allied Health Programs or to meet general science course requirements or electives.

Behavioral Sciences for Nurses (Nursing)
Clinical Chemistry
Dental Materials
Head, Neck, and Oral Anatomy
Hematology
Oral Radiography
Immunohematology
Medical-Surgical Nursing
Fundamentals of Nursing
Tooth Morphology & Function

3. The following courses are to be evaluated for acceptance at NSCC during the 1980-81 academic year.

SUBJECT EXAMINATIONS	REQUIREMENT FULFILLED	CREDIT AWARD	SCORE REQUIRED FOR RECEIVING CREDIT
Microbiology	Consideration for Science Elective or Microbiology. The student may request the opportunity to earn laboratory credit at NSCC in accordance with the guidelines for alternative studies options.	3	48
Anatomy, Physiology, Microbiology (Nursing)	Science Elective	3	44
F. ECONOMICS/HISTORY/GOVERNMENT			
Afro-American History	Afro-American History	3	49
American Government	State & Local Govt. in Am.	3	47
American History	U.S. History To 1877 3 1877 to Present 3	6	46
History of American Education	Liberal Arts Elective	3	46
Introductory Macroeconomics	Economics I	3	48
Introductory Microeconomics	Economics II	3	48
Introductory Micro & Macro-Economics	Economics I & II	6	47
Western Civilization	History of W. Civ. I & II	6	50

SUBJECT EXAMINATIONS	REQUIREMENT FULFILLED	CREDIT AWARD	SCORE REQUIRED FOR RECEIVING CREDIT
G. PSYCHOLOGY/SOCIOLOGY			
Educational Psychology	Social Science Elective	3	47
General Psychology	General Psychology	3	47
Human Growth & Development	Normal Human Growth & Dev.	3	47
Introductory Sociology	Sociology I & II	6	47

V. Restrictions

A. If a student transfers to another institution from North Shore Community College, he or she will also have to apply to that institution to receive academic credit for CLEP. An additional transcript from the College Entrance Examination Board for the initiation of transfer should be requested.

B. A student may not receive credit for a Subject Exam in an area for which credit for successful passing of the course has been transcripted.

C. A student may not receive credit for a Subject Exam in an area for which credit for the General Exam has been received.

D. Transferable credit from CLEP Examinations may not total more than a maximum of 45 credits ---- with a maximum of 30 credits on the General Examination. Any number of credits may be earned on the Subject Examinations to the total allowable credits of 45.

VI. Procedures

A. Applications

Applications for testing must be received by the 10th of the month preceding the month in which the testing is to take place. Testing is pre-scheduled by the College Entrance Examination Board and is held the week following the second Saturday of the month at all centers throughout the nation. North Shore Community College publishes a schedule annually.

B. Costs

The cost for one General or Subject Examination taken in a given month is $22.00 per test.

The non-transferable cost for a second exam which must be taken in the same month is $18.00. This check is made payable to College Level Examination Program.

In addition there is a service fee of $5.00 which covers all tests taken during an entire testing semester Fall (Sept.-Dec.) Spring (Jan.-May) or Summer (June-August). This check is made payable to North Shore Community College. When an individual repeats an examination the same fees apply. All checks are forwarded with the application to the Center for Alternative Studies, North Shore Community College, 3 Essex Street, Beverly, MA 01915. All fees are effective as of July 1, 1980.

C. Processing and Appointments

When an individual's application and fees are received by the Center for Alternative Studies, tests are ordered from the Educational Testing Services and formal arrangements for a testing appointment made with the individual. This appointment must be confirmed by the individual prior to the Friday before the week of testing.

D. Administration

Tests are administered and proctored at the Center for Alternative Studies. General Examinations and Subject Examinations take 90 minutes. Students taking each of these examinations should allow at least one extra half-hour's time to become familiar with the testing setting and instruction.

E. Scoring

1. Standard Procedures

Once a person has taken the examination, the test is sent from the Center to the College Entrance Examination Board for scoring. The student and designated colleges receive the results in approximately six weeks. Each college has its own policy regarding the number of credits to be awarded, application to program requirements, and scores required in order to receive and award credit.

2. Special Circumstances

Upon approval by ETS, and on a limited basis, unofficial scores may be developed by the Center Administrator for specified candidates at the Center for Alternative Studies as follows:

A. When a student in his or her final college semester at North Shore Community College needs CLEP credit to graduate he or she may request that hand-scores be developed at the Center for Alternative Studies. Validation of the circumstance will be made through the Registrar's Office prior to testing. When testing is completed and hand-scored, the unofficial score will be forwarded to the Registrar's Office and standard scoring procedures will follow as usual.

B. When a student in his or her final college semester at a cooperating institution needs CLEP credit a student may request that hand-scoring be developed at the Center for Alternative Studies. The student must present validation via a college transcript and an official letter from the college providing the Director of the Center for Alternative Studies with a contact person at the institution of enrollment. A letter documenting test completion and indicating unofficial scores will be forwarded at the completion of testing and scoring.

CLEP tests are structured and designed for computer scoring. Because of this fact hand-scoring is cumbersome and highly sensitive to interpretational error. Scores developed through hand-scoring are considered unofficial and the score as corrected and interpreted by Educational Testing Services is the official score.

F. Repeating an Examination

A General or Subject Examination may be repeated after 6 months.

VII. Credit Award

A. At North Shore Community College scores are sent from Educational Testing Services to the Admissions Office of NSCC. On review of scores, the Admissions Director sends a written evaluation of the award of credit to the student and forwards same to the Office of the Registrar.

PLEASE NOTE: The student must have completed at least one course at North Shore Community College in order to have a transcript to which to apply the credits.

Application of credit to the transcript appears as follows:

Credit by College Level Examination Program
Title of CLEP Exam _____ # of Credits _____

B. At Other Colleges and Universities

Each college and university determines its own CLEP transfer policy. The individual is responsible for all contacts with Admissions, Registrar and Counseling Offices at institutions which award credit for CLEP exams.

The Center for Alternative Studies provides general information on request to Departments/Divisions and Administrative offices of cooperating colleges. Information regarding an individual's test scores is regarded as confidential in accordance with the student confidentiality policy of NSCC.

July, 1980

NSCC offers these alternative learning programs to meet individual student needs. For more complete information, contact us concerning our programs at the Center for Alternative Studies. If you are interested in any of the alternative study options, please call or visit the Center and schedule an appointment to meet with an Instructional Specialist.

NORTH SHORE COMMUNITY COLLEGE

Center for Alternative Studies
North Shore Community College
Beverly Center
Brisoce Building
3 Essex Street
Beverly, MA 01915
922-0819; 927-4850, ext. 428,429
Open Monday through Friday from 9 a.m. to 5 p.m. throughout the calendar year and Monday and Wednesday evenings until 9 p.m. while classes are in session.

Lynn Center
100 Bennett Street
Lynn, MA 01902
533-3313, ext. 159
Open Monday through Friday from 8:30 a.m. to 4:30 p.m. Tuesday and Thursday evenings until 9 p.m. while classes are in session.

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Center for Alternative Studies
North Shore Community College
3 Essex Street, Beverly, MA 01915

Phone: 927-4850 (ext. 428/429)
922-0819
Lynn: 593-3313 (ext. 159)

THE CENTER FOR ALTERNATIVE STUDIES

CAS

invites you to participate in unique programs of study offered by North Shore Community College.

/ALTERNATIVE STUDY OPTIONS/

I. CONTRACT LEARNING
   - A. Personalized Study
   - B. Career Exploration/Volunteer Service
   - C. Project Discovery
   - D. Community Service Non-Credit Course Study

II. DIRECTED STUDY FOR CATALOGUED COURSES

III. EXPERIENCE CREDIT PROGRAM
   - A. Skill Assessment and Portfolio Preparation
   - B. Experience Credit
   - C. Extended Experience Credit

/TESTING OPTIONS/

I. COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

II. GENERAL EDUCATIONAL DEVELOPMENT TESTING (GED)

III. CREDIT BY DEPARTMENTAL EXAMINATION (DE)

If you, like many other students, have discovered that college-level learning extends beyond the walls of the classroom, please call us at 922-0819 or 593-3313

Anita P. Turner 47

Anita P. Turner, Director

ALTERNATIVE STUDY OPTIONS:

I. CONTRACT LEARNING (CL)

Course #ALT 102 (1-15 credits)

An individualized student-designed course of study, with goals, objectives and criteria for evaluation developed with the help of an Instructional Specialist at CAS. The Contract is completed under the direct supervision of a Faculty Advisor.

A. PERSONALIZED STUDY:

A student's opportunity to integrate classroom learning with community-based (field) experience through selected research and/or application of technical knowledge.

B. CAREER EXPLORATION/VOLUNTEER PROGRAM:

Provides students with the opportunity to explore and complete individualized internships in a variety of social service agencies, businesses, and government offices. This opportunity allows the student to have a practical job-related experience as well as a chance to serve the community. A large bank of suitable sites is maintained and continuously updated.

C. PROJECT DISCOVERY:

A summer program for a group of students who are interested in touring Europe and studying Western cultures.

D. COMMUNITY SERVICE COURSE STUDY:

A way for students enrolled in many NSCC Community Service Courses to further enrich their course participation.

II. DIRECTED STUDY FOR CATALOGUED COURSES (DS)

A Faculty supervised experience for matriculated students whose programs require a course for graduation which either (a) is not being given that semester or (b) cannot be taken due to a scheduling conflict.

III. EXPERIENCE CREDIT (EC)

A. SKILL ASSESSMENT AND PORTFOLIO PREPARATION: Course #ALT 103 (1 credit)

A one credit, self-paced course designed to enable students to assess skills, knowledge, and attitudes obtained through a variety of life experiences. The end product is a formal portfolio documenting skills. This course is a prerequisite to filing for Experience Credit and/or can be taken for personal growth.

B. EXPERIENCE CREDIT: Course #ALT 104-6 (1-9 credits)

Students who have prepared a formal portfolio which describes and demonstrates college-level learning may petition an academic department for a review and evaluation for an award of credit.

C. EXTENDED EXPERIENCE CREDIT: Course #ALT 107-8 (1-6 credits)

Students who have been awarded 1-9 credits in Experience Credit may petition for an additional six credits (total award not to exceed 15 credits).

TESTING OPTIONS:

I. COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The CLEP Examinations permit students to obtain up to 45 credits at NSCC. CLEP credits are accepted at over 2,000 other colleges and universities throughout the nation.

These 1½ hour exams cover the general areas of Math, English, Natural Science, Humanities, and History as well as over 50 subject areas.

II. GENERAL EDUCATIONAL DEVELOPMENT TESTS (GED)

The GED battery consists of five tests covering (1) Writing Skills, (2) Social Studies, (3) Science, (4) Reading Skills, and (5) Mathematics The battery is available at NSCC in English and Spanish. These tests are taken in order to earn an official State High School Equivalency Certificate.

III. CREDIT BY DEPARTMENTAL EXAMINATION (DE)

If you are an enrolled student at NSCC, you are eligible to take examinations for catalogued courses which are not covered through the CLEP Program. A counseling and assessment interview is arranged prior to payment of fees.

CENTER FOR ALTERNATIVE STUDIES

PROGRAM COSTS AND PAYMENT NOTES

ALTERNATIVE STUDY OPTIONS

Enrollment and registration for all Alternative Study Programs is completed through the Center for Alternative Studies. Enrollment is open throughout the calendar year with grades processed upon course completion on a semester basis for Fall, Spring, and Summer.

TUITION AND FEES PAYABLE TO NORTH SHORE COMMUNITY COLLEGE

Tuition per credit	$28.00
Instructional materials fee (per credit)	1.00
Registration fee	6.00

ALL FEES ARE NON-REFUNDABLE

I. CONTRACT LEARNING PROGRAM
   A. PERSONALIZED STUDY: Fees and tuition per number of academic credits specified on contract. Payable when contract is approved.
   B. CAREER EXPLORATION/VOLUNTEER SERVICES: A free service available for all enrolled and prospective students.
   C. PROJECT DISCOVERY: A European summer travel program. For information on program costs, contact Project Director at 768-7355. Cost for 3 credit standardized related contract included in travel costs.
   D. COMMUNITY SERVICE COURSE STUDY: The student pays all fees for enrollment in the Community Service course. Additional fees per academic credit are paid to the Center for Alternative Studies on Contract approval.

II. DIRECTED STUDY
   Payable on approval of the Directed Study Request and Contract Learning Design forms.

III: EXPERIENCE CREDIT PROGRAM
   A. SKILL ASSESSMENT AND PORTFOLIO PREPARATION: one academic credit. Payable at initial enrollment.
   B. EXPERIENCE AND EXTENDED EXPERIENCE CREDIT: Payable on final award of credits.

PLEASE NOTE: Registration fee is waived when student is enrolled in any other course within the semester of enrollment. College fees and tuition payments apply to any individual participating in the Center for Alternative Studies' programs. Prepaid tuition and fees for full-time Day students may be applied to alternative study options during the Fall and Spring semesters only.

TESTING OPTIONS

FREE GED Pre-Assessment and Tutoring is available at the Lynn Center.

ALL FEES ARE NON-REFUNDABLE.

GED-General Educational Development Tests in English and Spanish; battery of 5 tests

GED FEES

Processing fee for the Massachusetts Department of Education Check made payable to the Commonwealth of Massachusetts	$ 5.00
Testing Fee Check made payable to North Shore Community College	10.00

Payments must be made by registered checks or money orders.

CLEP-COLLEGE LEVEL EXAMINATION PROGRAM:

The costs for one General or Subject Examination taken in a given month	$22.00
The non-transferable cost for a second exam which must be taken in same month	18.00

Checks payable to the College Level Examination Program

Testing Service Fee: Payable to North Shore Community College	5.00

DEPARTMENTAL EXAMINATIONS:

Registration Fee	$ 6.00
Tuition per credit	28.00
Instructional materials fee (per credit)	1.00
Testing Fee	5.00

SPECIAL NOTE: Fees and tuition payments for all programs of the Center must be paid in accordance with regulations governing program deadlines. Payment must be made by registered check or money order payable to North Shore Community College.

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SERVICE HOURS:

Beverly: Weekdays:9:00-5:00 throughout the year.
Evenings: Monday and Wednesday until 9:00 while classes are in session.

Lynn: Weekdays: 8:30-4:30 throughout the year.
Evenings: Tuesday and Thursday until 9:00 while classes are in session

THE CENTER FOR ALTERNATIVE STUDIES

CAS

TESTING SCHEDULE:
Day Testing throughout the calendar year.
GED Testing: first, second and fourth week of each month.
Beverly: Monday, Tuesday, Wednesday:
10:00 a.m., 12:30 p.m.
Lynn: Monday, Tuesday, Thursday:
9:00 a.m., 12:00 noon
CLEP Testing: week following second Saturday of each month.
Beverly: Monday and Wednesday:
10:00 a.m., 12:30 p.m.
Lynn: Tuesday and Thursday:
9:00 a.m., 12:00 noon
Evening Testing while classes are in session.
GED and CLEP:
Beverly: Monday and Wednesday: 6:00 p.m.
Lynn: Tuesday and Thursday: 6:00 p.m.

DEPARTMENTAL EXAMS: Application deadlines Nov. 1, and April 1; testing last week in November and the first week in May, by appointment.

THE CENTER FOR ALTERNATIVE STUDIES
North Shore Community College

Beverly Center
3 Essex Street
Beverly, MA 01915
922-0819;927-4850, ext. 428,429.

Lynn Center
100 Bennett Street
Lynn, MA 01902
593-3313, ext. 159

Anita P. Turner, Director

Program Specialists and Assistants:
Beverly: Betty Wintersteen, Nancy Murphy. Muriel Goldberg, Carol Gibney, Karen Stearn, Nelda Quigley
Project Discovery:G.V. Weston
Lynn: Joseph Boyd, Pat Hopkins, Pat Shanahan, Barbara Licari, Mary Lou Nye

The Center for Alternative Studies is located in Beverly and Lynn.
At Beverly: the Center is located on the grounds of the downtown Beverly campus at 3 Essex Street. As you are facing the main brick building, we are on the left in the "Briscoe Building." This is a friendly, old light-grey house with green and white awnings. We occupy the first floor of this building.

At Lynn, the Center is located on the second floor of the main building on 100 Bennett Street. This building is known to many of us as the "G.E. I.U.E. Hall."

Directions:
To Beverly from Rtes 128 N, 128S, 1A and Lynn are as follows:
From 128 N (toward Gloucester): After the shopping centers take Exit 22, Elliott Street, Beverly/Danvers, Route 62. To go to Beverly, take a right onto Route 62 and go through the set of lights. After @ .8 of a mile, you will come to a fork in the road. Bear left. Proceed to the end of Elliott Street (@ 1.7 miles). Go right onto Cabot Street. After @.3 miles you will come to the center of town. Go left onto Essex Street. The College regrets that only street parking is available at this campus.

From 128 S (toward Peabody, Lynnfield, or Hamilton area) you can take 1A from Route 128. Go left onto Cabot Street. You will go @ 1.7 miles to the center of town where you will take a left onto Essex Street as described above.

From 1A (Lynn/Salem):From the center of Salem, you will proceed onto Bridge Street and go over the Salem/Beverly Bridge. Just beyond MacDonald's on Cabot Street, there is a fork in the road. You will stay on the main road, bearing to the right of the island. Do not go left. Proceed .7 miles to the center of town and go right onto Essex Street.

To the Lynn Center from Route 1A from Salem, Swampscott, and Marblehead. Take the Lynnway(Route 1A), turn right at the Texaco Gas Station onto Commercial Street. Take the first left onto Bennett Street.

From Revere-Route 1A. Take the Lynnway (Route 1A) to first left at the Texaco Gas Station onto Commercial Street. Take the first left onto Bennett Street.

From Revere and Saugus-Route 107. Take Route 107 (Marsh Road/Western Avenue). Proceed 1.3 miles past General Electric. Then turn right onto South Street (at Gloria Food Store) where the stop light is in the middle of intersection. At the end of South Street, turn right onto Bennett Street.

From Salem (Route 107). Take 107 (Western Avenue) 4 miles; pass the Fire Station. Take a left around the light in the middle of the intersection (Gloria Food Store on the corner). Continue to end of street; turn right onto Bennett Street.

B. Departmental Examinations

1. Definition

Departmental Examinations are examinations designed to measure the content knowledge of all lecture/seminar courses at North Shore Community College exclusive of those offered by the standardized testing service of the College Level Examination Program (CLEP). Testing for specialized laboratory credits is available at the discretion of the College department involved.

2. Description of Examinations

Examinations designed to measure comprehensive knowledge of subject areas, are paper and pencil tests which may include a combination of items as follows: essay, multiple-choice, identification, graph interpretation, and others. Each test requires a maximum time commitment of three hours and is taken in one sitting. In addition, essay work may be required to be submitted before or after the testing appointment.

Each test is prepared, administered, and scored by a full-time or adjunct faculty member at North Shore Community College who is a member of the specific department. Tests may be proctored by an official of the Center for Alternative Studies by arrangement at the Center. Scoring is on a percentage basis with successful passage of 70-100 percent.

3. Procedures

A. Applications

1) The student registers through the Center for Alternative Studies by completing a Registration Card and Application Form. Payment is made in full at the current tuition per credit rate (consistent with the Division of Continuing Education and Community Service rates), in addition to a service fee which is at the current established rate for the Center. Payment of all non-refundable fees is required at the time of application. Payment is acceptable by a money order or a bank check. No personal checks or cash can be accepted.

2) Application and Testing Times
The application deadline for the Fall semester is November 1. Testing is scheduled Monday through Wednesday preceding the Thanksgiving vacation.

The application deadline for the Spring semester is April 1. Testing is scheduled the first complete week in May following May 1.

The schedule is as follows: Mondays - Business Sciences; Tuesdays - Sciences, Allied Health; Wednesdays - Communications, Human Services; Thursdays - Humanities and Social Sciences. The testing schedule is published annually.

B. Faculty Examination Preparation

When all forms are completed, the Director of the Center for Alternative Studies contacts the respective Division Chairperson and requests that contact be made with the prospective faculty member who might be interested in the opportunity to design, administer, and score the Departmental Examination. Once the faculty member is identified, the Director of the Center and the Division Chairperson work cooperatively in effecting a final agreement to participate. The student does not select or make a request to the faculty member.

4. Data Files

The Center for Alternative Studies is responsible for establishing and maintaining a file of prepared examinations in a designated secure College location.

Each Division Chairperson is responsible for keeping the following lists:

A. All examinations prepared by faculty members within their Division.
B. Restrictions on laboratory areas for which Departmental Examinations are not recommended or are feasible (See 1. Definition).
C. Interested faculty members and area of expertise as approved by their Department Chairperson.

A copy of each list will be supplied to the Center for Alternative Studies. Prior to November, each Fall semester, the files will be reviewed and updated with new listings supplied.

Division Chairpersons will be responsible for providing equal opportunity for all full-time faculty to become involved in the testing program by soliciting interest in writing and by announcement at the first Division meeting. Additionally, in cooperation with the Center, Division Chairpersons will be responsible for following through on adjusting updated listings of Examinations based on the following criteria:

A. Each examination prepared by a departmental member may be administered four times within a time limitation of two years.
B. Each examination will reflect current course content. Tests may be modified between administrations at the discretion of the faculty member for the sole purpose of consistency with Departmental/ Division standards.

5. Fee Breakdown - Current rates as of July 1, 1980

A faculty member is paid at the rate of $15 per credit hour for preparing, administering and correcting a single examination. For administration and scoring of each prepared examination, the faculty member will be reimbursed an additional $5.00 per credit hour per examination.

A. For initial student testing:

Service Fee	LIMF Fee	Registration Fee*	Testing Cost at Tuition Rates	Totals	Paid to Faculty Member for Development/Scoring
$5.00	$1.00	$6.00*	1 - $ 28.00	$ 40.00	$15.00
5.00	2.00	6.00*	2 - 56.00	69.00	30.00
5.00	3.00	6.00*	3 - 84.00	98.00	45.00
5.00	4.00	6.00*	4 - 112.00	127.00	60.00

B. For subsequent scoring using the same test:

$5.00 per credit hour

Example: A faculty member preparing, administering and scoring an examination for one student for one 3 credit examination may receive $45.00.

For administering and scoring examinations to four additional students on the same testing date, he or she may receive an additional $60.00 ($5.00 x 4 x 3 credit hours).

Once the agreement to participate is made, the faculty member is responsible for contacting the student and will be assisted by the Center in expediting this matter.

C. Administration

1) Testing may be arranged at mutually convenient times for the instructor and student(s) at this particular point in time due to the fact that numbers are currently minimum. However, no single examination may be scheduled at more than one time and there must be 100% agreement among all students as to time and location. Location of testing must be within College campus buildings either at an office location or in a College classroom. It is recommended that all tests be administered at the Center for Alternative Studies during the following hours while classes are in session: Monday through Friday - 9:00 a.m. to 5:00 p.m., and Monday and Wednesday evenings - 5:00 to 9:00 p.m.

*Registration Fee will be waived for those students who are registered at the College.

Neither the time nor location shall conflict with regularly scheduled classes or other College business as previously scheduled, or any faculty or staff contracts governing work hours and duties. Each test takes three hours and must be proctored by the faculty member or an official of the Center for Alternative Studies (See Scheduling).

2) Repeating

Examinations or part of an examination may be repeated at the next time of testing at the discretion of the faculty member involved. The student must follow application procedures as outlined in Section 3 A. Procedures - including payment in full.

D. Scoring

1) Correcting

Scoring is on a pass/fail basis with the minimum score for passing being 70%. On attaining a passing grade, a letter grade may be awarded at the discretion of the faculty member in consultation with his or her Department Chairperson.

2) Processing

a. On completion of testing, the faculty member submits the student's score report to the Center for Alternative Studies. This must be completed within five (5) working days from the date of the examination.

b. The Center for Alternative Studies forwards the score report within three (3) working days to the Office of the Registrar for recording on the student's transcript.

3) Recording on student's transcript

The student's transcript reflects only the award of credits in the following manner:

"Credit by Departmental Examination"
_____(Course Number) _____(Course Title)
_____(Number of Credits)

The application form which records the actual percentage, date of the examination, and the name of examiner is included in the student's file if he or she receives credit.

2/28/79

CREDIT BY DEPARTMENTAL EXAMINATION

NORTH SHORE COMMUNITY COLLEGE

Center for Alternative Studies

Date of Application_____

Print
Name:_____
Last First Middle Initial

Address:_____Telephone_____
No. Street

_____Social Security #_____
City State Zip Code

Date of Birth:_____Sex:___F___M I.D. #_____

NSCC Degree Program_____Credit Completed_____

Subject Examination(s) Area(s):

Course Number	Title
1.	
2.	
3.	

FOR OFFICE USE ONLY

Total Pmt. Received_____

Receipt Number_____

By:_____
Name Title

FOR OFFICE USE ONLY

Date	Score	Credits	Name of Examiner

Total Credits Received_____

Comments:_____

Approved by:_____
Director-Center for Alternative Studies

Departmental Examination Admit Slip

Course Number	Title
1.	
2.	

Date:_____

Student I.D.#_____
I.D. to be presented on date of examination(s).

Student Signature_____

_____
Director-Center for Alternative Studies

What do the tests cover?

Tests #1 and #4 are English tests. Test #1 covers spelling, punctuation and grammar. You must select the misspelled words and choose teh correct punctuation or grammatical usage in each question. Test #4 is a test of your ability to understand selections from prose and poetry, which you may read as many times as necessary for understanding. Test #2 consists of selections from the social studies. The passages contain general information involving areas such as World history American history, and Civics. Test #3 consists of selections from the natural sciences. The passages test your ability to interpret the content based on general concepts in science. Tests #2, #3, and #4 are not only tests of your general knowledge in the social studies, sciences, and literature, but they are also tests of your ability to "dig out" what is important in a passage. Test #5 covers general mathematics. The problems are stated and answers are given, you must select the right answer. The test presents problems with whole numbers, fractions, decimals, data from graph and some questions in elementary algebra and plane geometry.

All tests are multiple-choice questions. We allow two hours to complete each test. The state policy is that no more than three (3) tests are to be administered at one sitting.

How do I successfully pass?

In order to qualify for State High School Equivalency Certificate in Massachusetts, one must achieve the following:

A. A minimum score of thirty-five (35) on each individual test;

B. A total of Two hundred twenty-five (225) on all five tests;

An individual who successfully completes the GED exams with the scores as established by the Massachusetts Department of Education will recieve an official test report. In the case of retests, the highest score achieved will be printed on the final report.

How do I prepare?

No preparation for the tests is required; however, you may wish to review grammar, spelling, punctuation and general mathematics. There are preparatory course offered by the College and by many school systems. There are also some tutorial programs available. Call the Center for details.

EXHIBIT B

STUDENT WORK SAMPLE

CONTRACT LEARNING SAMPLE

OF

ALYCE E. NELSON

EXPERIENCE CREDIT SAMPLE

EXCERPTS FROM

EXPERIENCE CREDIT PORTFOLIO

OF

BARBARA SPECK

CONTRACT LEARNING/DIRECTED STUDY

Center for Alternative Studies
North Shore Community College
Briscoe Bldg. - 3 Essex Street
Beverly, Ma. 01915
Tel.: 922-0819, 927-4850

Date _____

Credit
Elective X
Directed Study ___

CONTRACT LEARNING COURSE DESIGN

Semester During Which Program Will Be Credited

[X] Day Division [ ] Evening Division

[ ] FALL [X] SPRING [ ] SUMMER 1980

INSTRUCTIONS

1. Attend a workshop session at the Center for Alternative Studies (CAS) in order to complete a rough draft of proposed course design.
2. Meet with faculty advisor to finalize design.
3. Complete this formal contract application in quadruplicate and obtain faculty signature.
4. Return completed contract application to Director of CAS for authorization, registration, processing and faculty/course accounting.
5. On approval by signature of the Dean of Faculty, the contract will be returned to you.

NOTES:

1. Contracts processed prior to mid-semester may be credited during the current semester. Those submitted after this date may be credited only during the subsequent semester.
2. Existing contracts may be renegotiated.
3. Attach any additional sheets in quadruplicate.

Please print

Name Alyce E. Nelson

Address 20 Lynman St., Lynn, MA 01902

Phone 592-2042

Sponsoring Faculty Name and Department Affiliation
Eileen Edelstein - Behavioral Sciences

CREDITS
Up to a Limit of 3

Type of Grade Desired
[ ] Pass/Fail [X] Letter Grade

FINAL GRADE [ ] Date completed _____

TITLE OF PROGRAM Career Explorations in the Field of Mental Retardation of Children

STATEMENT OF OBJECTIVE(S) (Additional information may be attached if desired.)

1. Can investigate a career opportunity to work with mentally retarded children in the elementary school system.
2. Can describe the retarded population and identify the expected behaviors of individuals at various levels of retardation.
3. Can describe the personal, vocational, and social skills of the moderately retarded child.
4. Can relate acquired knowledge of working with the population of retarded to my personal needs, values and career goals and objectives.

PLANNED ACTIVITIES OR METHODS WHICH WILL BE USED TO MEET OBJECTIVES

1. Interview at least 5 counselors and teachers at the Callahan School in Lynn who work with the moderately retarded.
2. Read Mental Retardation in School and Society by Donald MacMillan, published by the Little and Brown Publishing Company-to acquire knowledge and understanding of retarded children.
3. Write two papers on special areas of interest to me based on text.
4. Volunteer six hours a week for the semester to help a teacher of the mentally retarded students at the Callahan School: 10:30-1:30, 2 days a week, starting March 10, 1980 through May 23, 1980 - 10 weeks (See attached)

CRITERIA FOR EVALUATION (Paper, Log of Activities and Analysis, Taped or Live Presentations, etc.)

1. Analysis of log of activities of volunteer work
2. Papers on areas of special interest.

(See attached)

Signed Student Alyce E. Nelson Faculty Advisor Eileen Edelstein

Division Chairperson Robert Cohen

Program Coordinator Sheila Kennedy 61 Dean of Faculty David L Adams

White-Office Copy, Yellow - Faculty, Pink - Student, Goldenrod - Dean

PLANNED ACTIVITIES OR METHODS WHICH WILL BE USED TO MEET OBJECTIVES (Continued)

5. Identify the skills used in working:
   A. Physical activities and recreation
   B. Communication skills
6. Write a comprehensive paper relating to what I have learned about work with retarded children to my personal career needs.

CRITERIA FOR EVALUATION (Continued)

3. Comprehensive paper relating to knowledge of the retarded to my career needs and goals.

EC FORM #1

EXPERIENCE CREDIT PETITION

Semester During Which Program Will be Credited
(x) Fall, ( ) Spring, ( ) Summer, 19 77
Petition Filed Sept. 7, 1977

NAME Barbara A. Speck

ADDRESS 64 Curtis Street
Rockport, MA 01966

PHONE 546-3574

Day Division (x) Evening Division ( )

PROGRAM General Studies Transfer

TITLE OF PROGRAM

NOTE

PICK UP PETITION FORM, FILL OUT FOUR (4) COPIES FOR THE APPROVAL OF DIRECTOR AND/ OR DEPARTMENT CHAIRPERSON, DEAN OF FACULTY.

For information to enroll in the program, contact the Center for Alternative Studies, Briscoe Building, 3 Essex Street, Beverly, Massachusetts, or call 927-4850, extension 141/142.

COURSE REGISTRATION NUMBER - 95102

SUMMARY OF EXPERIENCE (describe) Training Workshops: Transactional Analysis; Counseling Skills; Gestalt Therapy - Basic Skills & Theory ..... Dec. 74 - Dec. 75

Personal Growth & Professional Skill Development: Gestalt Group Therapy; Internship in Humanistic Psychology..... Feb.76-Dec. 76

Application of Helping Skills: Group Leadership; Teaching Assertiveness Training; Volunteer human service work with adolescents..... Jan. 77-June 77

Continuing professional training and home study: Training group in TA-Gestalt Therapy; readings in TA and Gestalt Therapy..... April 77 & Cont.

LIST OF LEARNING OBJECTIVES WHICH WERE MET BY THIS EXPERIENCE

1. Can teach an introductory course in Transactional Analysis, using group interaction and Gestalt experiences to facilitate learning.
2. Can effectively utilize counseling skills in one-to-one counseling and in leading personal growth groups; can teach counseling skills to others.
3. Can utilize Gestalt theory and therapy methods in counseling situations, both one-to-one and in group situations; can effectively integrate Gestalt philosophy into group experiences and teaching.
4. Can utilize own personal growth experiences in providing a framework of reference for personal growth for group members, and to enhance my leadership skills.
5. Can utilize concepts from humanistic psychology to provide a unifying theme in leading personal growth groups and in teaching Assertiveness Training and Astrology.

DATES AND LENGTH OF TIME SPENT IN EXPERIENCE Dec. 74 continuing at present/980 hours.
CATALOG OR SPECIAL TOPICS COURSE EQUIVALENCY (if applicable)
DEPARTMENT TO AWARD CREDITS
NUMBER OF CREDITS REQUESTED 9

CHECK DOCUMENTATION TO BE PRESENTED WITH PETITION

x Letter from employer or supervisor	x Schedules of time spent
x Certificates	Papers, reports, proposals produces
Newspaper clippings	x Job description or classification
x Letters of reference	Official forms and records
Resume	x List of activities
Tapes, presentations photographs	Evaluations, promotion records
x List of books, periodicals and other resources used	Civil Service Examination
Products of your work, live performance	x Outlines of experiences
	x Narrative:

Can design a group experience or workshop, can provide and encourage a supportive atmosphere which facilitates personal growth; can effectively lead and direct such a group in a flexible, person-centered style which promotes trust and openness.

Can effectively utilize advanced TA theory in operating personal growth groups, in counseling situations, and in comination with Gestalt methods to provide a potent thereapeutic style in doing counseling and therapy.

Can present selected case histories from the above learning objectives, in which I identify problem areas, explain my helping process, and analyze the effectiveness of the therapeutic methods in terms of clarification of significant personal issues, resolution of a problem, and/or increased personal growth within the client.

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EC Form #2

Student is registered as:

XX Full time Day

_____ Division of Continuing Education

EXPERIENCE CREDIT REVIEW COMMITTEE RECOMMENDATION

TO: The Dean of Faculty for Approval
The Registrar for Action and Filing

FROM: Director Center for Alternative Studies

DATE: December 5, 1977

RE: Approval of Grade for Experience Credit, 95102

Request that 9 credits with a grade of Pass (Pass XXXX) be entered on the transcript of Barbara Speck for the semester of Fall 77.

TITLE: Special Topics in Behavioral Sciences: Practicum in Transactional Analysis, Gestalt Therapy, and Humanistic Counseling Techniques.

EQUIVALENT COURSE: (if applicable)

SUMMARY OF EXPERIENCE: The student has demonstrated competency in synthesis of theoretical content and application of technique in workshop design, teaching, and counseling (group and one-to-one). Proficiency is evidenced by selected case histories identifying the problem area, explaining the helping process, and analyzing effectiveness of therapeutic methods; course outlines; letters of reference, certificates; and schedules of time spent. Documentation attests to 980 hours of Associates for Human Resources, work at community agencies, an Adult Education Program and other counseling sites from Dec. 1974 to April, 1977.

DEPARTMENT GIVING APPROVAL:

COMMITTEE MEMBERS (indicate Chairperson): Carol Mann, Chairperson; Robert Baker, Division Chairperson; Robert Francis, Faculty Member

PROJECT FILES:

XX Original request form on file with Director

XX Student registration for Experience Credit recorded with Registrar

XX Documentation of file with Director

____ Approval of Experience Credit Committee on file with Director

Review Committee Chairperson

Dean of Faculty

Director Center for Alternative Studies

EXHIBIT C

FACULTY PAYMENT POLICY

NORTH SHORE COMMUNITY COLLEGE

CENTER FOR ALTERNATIVE STUDIES

PAYMENT POLICIES

FY 1981 (July 1, 1980 - June 30, 1981)

I. Directed Study - for a course listed and defined in the College catalog which fulfills a curriculum requirement of a program in accordance with established official College policies and procedures. (See pages 59-63 of the 1980-81 Curriculum Committee Handbook, Directed Study-Contract Learning.)

A. Payment Requirements

Payment to Faculty is made only in the case of an approved Directed Study for which a class is not scheduled.

Processing for payment will be initiated pending completion of all registration and enrollment procedures and official College approval, as defined by the Directed Study-Contract Learning Program. All work must be completed prior to established deadlines. (See page 64, Section 4, Procedures (a) Student, Step 3, of the 1980-81 Curriculum Committe Handbook, Directed Study-Contract Learning.)

All official approval and processing through the Center for Alternative Studies must take place at the commencement of student supervision in compliance with the personnel procedures for payment and banking policies. No processing for payment will be initiated after the fact. Payment will be issued at one time at the end of the semester pending final approval of the Massachusetts Board of Regents; and banking will be credited in accordance with the policies of North Shore Community College.

B. Type of Payment and Eligibility

Payment in the form of cash or banking credit is categorized according to student enrollment, and employment of Faculty as Day; or Continuing Education and Community Services (CE), or Summer Session (CE).

Student Enrollment	Faculty Advisor
Full-time Day	A full-time member "banks" course at 1/3 banking unit per one credit course. For example, one banking unit means supervision was completed for one 3 credit course. Please refer to Banking Guidlines for a complete explanation. (The formula for determining equivalencies is subject to the collective bargaining agreement.)

Student Enrollment	Faculty Advisor
Continuing Education and Community Services*	A full-time Faculty Member is paid at $15 per credit, or $45 per 3 credit course. All work is to be completed beyond full-time work load pending definition in the 1980-81 collective bargaining agreement.
	A qualified part-time Faculty Member (pending completion of hiring procedures of the Center for Alternative Studies) is paid $15 per credit and $45 per 3 credit course.
No reimbursement/full-time Day students	Division Chairperson and qualified professional staff supervision are included in administrative duties.

*Please Note: No enrollment is categorized as part-time Day. These students enroll directly at the Center for Alternative Studies and are enrolled in the Division of Continuing Education and Community Services with fees charged accordingly. The Faculty Advisor receives cash payment for working with these students. Payment will be issued at one time at the end of the semester pending final approval of the Massachusetts Board of Regents; and banking will be credited in accordance with the policies of North Shore Community College.

C. Fall and Spring Semester

Processing for payment is initiated following Faculty submittal of grade reports at mid-term pending approval of all Directed Study and accompanying Contract Learning Forms. Payment in full will be received pending official Board approval and completion of payroll processing at the end of the semester, or as soon as processing is completed shortly thereafter.

Summer Session

Processing for payment is initiated at the end of the first three weeks of Summer Session.

II. Contract Learning - for an elective course designed by the student and the Faculty Advisor in accordance with established official College policies and procedures. (See pages 49-53 of the 1980-81 Curriculum Committee Handbook, Contract Learning.)

A. Payment Requirements

In order for Faculty to receive payment, all student registration and enrollment procedures (as defined in the Contract Learning Program policy) must be completed. Each contract in which a Faculty Advisor is involved in supervision must be officially approved and processed when the Contract begins. Processing for full payment will be initiated at mid-term. Please note that the mid-term date is the deadline for registering the student in order that he/she may receive current semester transcripting for all approved Contracts. No payment will be initiated unless the student is officially registered in compliance with policies. Payment will be received at the end of the semester, or as soon as processing is completed shortly thereafter.

B. Type of Payment Eligibility in the Form of Cash or Banking Credit

Payment in the form of cash or banking credit is categorized according to student enrollment, and employment of Faculty as Day, or Division of Continuing Education and Community Services, (CE), or Summer Session (CE).

Student Enrollment	Faculty Advisor
Full-time Day	A full-time member "banks" course at 1/3 banking unit per one credit course. For example, one banking unit means supervision was completed for one 3 credit course. Please refer to Banking Guidelines for a complete explanation. (The formula for determining equivalencies is subject to the 1980-81 collective bargaining agreement.)
Continuing Education and Community Services*	A full-time Faculty member is paid at $15 per credit, or $45 per 3 credit course. All work is to be completed beyond full-time work load pending definition in the 1980-81 collective bargaining agreement. A qualified part-time Faculty member (pending completion of hiring procedures of the Center for Alternative Studies) is paid $15 per credit or $45 per 3 credit course.
No reimbursement/full-time Day students	Division Chairperson and qualified professional staff supervision are included in administrative duties.

*Please Note: No enrollment is categorized as part-time Day. These students enroll directly at the Center for Alternative Studies and are enrolled in the Division of Continuing Education and Community Services, with fees charged accordingly. The Faculty Member receives cash payment for working with these students. Payment will be issued at one time at the end of the semester pending final approval of the Massachusetts Board of Regents; and banking will be credited in accordance with the policies of North Shore Community College.

C. Payment Schedule

The Center for Alternative Studies' official registration mid-term deadlines, for current semester transcripting, will determine processing dates.

Fall Semester

For all students who register July 1, through the mid-term deadline of the Fall Semester, payment processing is initiated one week following the Fall mid-term deadline.

Please Note: Students may prepare work for the Fall Semester from the Monday following the mid-term Spring deadline through the Fall mid-term. Pending official enrollment of students in the Fall Semester, processing for payment is initiated one week following the mid-term deadline in the Fall.

Spring Semester

For students of the Fall Semester who register the Monday following the mid-term deadline through mid-term Spring Semester, processing is initiated one week following mid-term deadline in the Spring.

Summer Session

For Continuing Education and Community Services students ONLY. Students register the Monday following the mid-term deadline of Spring Semesters as Center for Alternative Studies/Continuing Education and Community Services students. For Summer Session students, processing is initiated one week following Summer Session deadline. Payment will be received on completion of official Board approval and payroll processing at the end of the Summer Session, or as soon as processing is completed shortly thereafter.

III. Departmental Examinations - for a course listed and defined in the College catalog which fulfills a curriculum requirement of a program of study in accordance with established official College policies and procedures. (See pages 72-75 of the 1980-81 Curriculum Committee Handbook, Departmental Examinations.)

A. Payment Requirements

Cash payment is made to all Faculty for the preparation, administration and scoring of Departmental Examinations for all students who have enrolled in this fee-for-service program. Work must be completed beyond regularly scheduled work hours and shall not conflict with contract agreements governing hours and duties.

Each Faculty member shall have equal opportunity to become involved in this testing program according to participation policies and procedures monitored by the Division Chairperson in cooperation with the Center for Alternative Studies. (See page 73, Procedures 3, Item 4, Data Files, of the 1980-81 Curriculum Committee Handbook.)

B. Cash Payment

The Faculty member is paid for the preparation, consultation, development, and scoring of the examination as follows:

Credit Hours	Testing Fee	Tuition	LIMF	Registration Fee*	Total Student Payment	Payment to Faculty
1	$5	$28	$1	$6	$40	$15
2	5	56	2	6	69	30
3	5	84	3	6	98	45
4	5	112	4	6	127	60

Payment to the Faculty member for preparation consultation, development and scoring of each additional examination at $5 per credit hours.

*The Registration Fee ($6) is waived for all students enrolled in current semester of testing, Day or Continuing Education and Community Services.

C. Payment Schedule

Processing for payment is initiated after the Faculty member scores the test and submits the results to the Center for Alternative Studies. The results will indicate one of the following situations: (1) the student has passed the examination at the percentage rate of 70% or higher or (2) the student has not passed and the reason why. Payment will be received on completion of processing and official Board approval at the end of the semester, or as soon as processing is completed shortly thereafter.

IV. Experience Credit - for a course listed and defined in the College catalog which fulfills the curriculum requirement of a program of study, or for an elective course under a specific academic division of the College in accordance with established official College policies and procedures. (See pages 54-58 of the 1980-81 Curriculum Committee Handbook, Experience Credit.)

A. Payment Requirements

Each Departmental Faculty Review Chairperson is paid for coordinating activities with two Faculty team members (consultants), reviewing the student's petition and approving the recommendation for the award or denial of credit.

Each Faculty member shall have equal opportunity to serve as a Faculty Review Chairperson according to the policies and procedures of the Experience Credit Program (to be revised). The Division Chairperson in cooperation with the Center for Alternative Studies will monitor this effort. At this time, team members volunteer services.

B. Type of Payment

Payment in the form of cash or banking credit is categorized according to student enrollment and employment of Faculty as Day, or Division of Continuing Education and Community Services (CE), or Summer Session (CE).

Student Enrollment	Faculty Review Chairperson
Full-time Day	For each full-time Day student petition reviewed as matched against a 1-4 credit hour Experience Credit course, the Faculty Review Chairperson will be credited with 1/3 of a banking unit.

A review of three student petitions at 1-4 credits each would thus equal one banking unit.

Chairperson review by Division Chairperson of qualified professional staff is included in administrative duties.

Continuing Education and Community Services:

For each petition as matched against a 1-4 credit hour Experience Credit course, all qualified Faculty Review Chairpersons will be paid $15.

C. Payment Schedule

Processing for payment is initiated pending submittal of final evaluation by the Faculty Review Chairperson at the end of the semester in which the credit is transcripted. Payment will be received on completion of official Board approval and payment processing at the end of the semester, or as soon as processing is completed shortly thereafter.